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ABSTRACT

This publication is one of a series of curriculum guides designed to direct and support instruction in vocational cosmetology programs in the State of Oklahoma. It contains seven units for the manicurist specialty: performing silk wrap, performing sculptured nail application, performing nail tip application, performing gel nail sculpturing, removal of artificial nails, performing nail art, and preparing for the State Board Exam. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, pretest, handouts, information sheets, supplements, transparency masters, assignment sheets, job sheets, practical tests, written tests, and answers to pretests, assignment sheets, and written test. Introductory material includes information on basic skills activities in the units. (YLB)

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Cosmetology Series

Manicurist Specialty

ED 380 616

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CIMC

Teacher Edition

91-008299

Oklahoma Department of
Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

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MANICURIST SPECIALTY

Developed by the
Curriculum and Instructional Materials Center
for the division of Trade and Industrial Education
Oklahoma Department of Vocational and Technical Education

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Curriculum and Instructional Materials Center

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MANICURIST SPECIALTY
TABLE OF CONTENTS

Unit Page

Unit I
Performing Silk Wrap . . . . I - 1

Unit II
Performing Sculptured Nail Application II-1

Unit III
Performing Nail Tip Application III-1

Unit IV
Performing Gel Nail Sculpturing IV-1

Unit V
Removal of Artificial Nails V-1

Unit VI
Performing Nail Art VI-1

Unit VII
Preparing for the State Board Exam VII-1

FOREWORD

This publication is one of a series of seven books that is designed to direct and support instruction in an occupational area within vocational cosmetology programs in the State of Oklahoma. Teachers need quality instructional materials if they are expected to provide instruction for students in specialized service areas within the field of cosmetology. Great care was taken to include competences that improve students in both the applied academics and higher-order thinking skills inherent within the cosmetology field.

Manicurist specialty services are definitely emerging as a lucrative career option in the cosmetology field. Along with the financial opportunities open to a cosmetologist offering services, the very nature of the operation demands thorough preparation in chemistry and anatomy. Furthermore, higher-order thinking skills are absolutely required. An individual providing manicurist specialty services must be able to analyze the physical composition of nails and crosswalk their knowledge of chemistry to select the appropriate nail care products. And, then, if there is a reaction to a product, a cosmetologist must be able to size up the situation and take appropriate measures immediately.

The competencies have been developed and validated by a committee of teachers and industry representatives in a series of meetings where their respective expertise was put to the test. Appreciation is expressed to the many individuals who contributed their valuable time and experience in the development of this important publication. Teachers will enhance the effectiveness of instruction with the proper use of this material.

Ivan Armstrong
State Supervisor
Trade and Industrial Education
Oklahoma Department of Vocational
and Technical Education

PREFACE

The Oklahoma Department of Vocational and Technical Education recognized years ago the need to provide quality competency-based instructional materials for vocational education. The Curriculum and Instructional Materials Center was established to provide the necessary educational tools for instructors and students in Oklahoma, the United States and around the world. As a result of efforts by the early pioneers at CIMC, Oklahoma has received national recognition for curriculum development.

Students who pursue careers in cosmetology have amazing growth potential. Opportunities abound for those who take advantage of the fastest growing industry in the nation. Therefore, it was imperative that the Curriculum and Instructional Materials Center design curriculum to meet the changing role of the cosmetology profession.

This publication is one of a series of instructional materials prepared to assist the instructor and students in understanding the latest concepts and techniques of the instructional phase of the Cosmetology program. This publication has more information in an accessible form that can be used in the classroom and labortory. It has more acceptable and relevant material that is helpful to the instructor and the student.

The industry repressentatives who served on the Curriculum Advisory Committee helped keep the curriculum abreast of today's market trends, and they are to be commended for the dedication and imput made to this project. We believe that this wll have a positive influence on the cosmetology instructors and students throughout Oklahoma and the United States, and will promote professionalism in this very worth-while vocation.

Marilyn K. Troupe
Curriculum Development Specialist
Curriculum and Instructional
Materials Center
Oklahoma Department of Vocational
and Technical Education

ACKNOWLEDGEMENTS

The CIMC would like to extend appreciation to those individuals who played important roles in the development of the *Manicurist Specialty* curriculum. The *Manicurist Specialty* curriculum is one of a seven part Cosmetology series that is under development for instructors. Any project as comprehensive and involved as Cosmetology requires the contributions of a number of people. We are thankful for the tremendous support we received.

Special recognition and gratitude goes to Abbi Vincent, Cosmetology Instructor at Moore-Norman AVTS in Norman, Oklahoma and Bonnie Logan, Cosmetology Instructor at Metro Tech AVTS in Oklahoma City, Oklahoma, who helped to write Manicurist Specialty. Their technical expertise was a valuable asset that determined the content of the curriculum. As active members with their trade group, student organization and comunity involvement, the dedication given to this project will always be appreciated. Thank-you goes to the respective administrators at Moore-Norman and Metro Tech for their cooperation during the development of this project.

Recognition and gratitude also goes to Ann Johnston. Ann has served as an editor, copy editor, technical writer and now as a writer. We are indebted to her for the time spent in researching material for this project. She has proven to be a talented writer who produces quality work.

Thank-you goes to Dr. Sue Hoevelman, the editor, for the attention paid to format and tedious details which helped to ensure the quality of the curriculum.

A "thank-you" goes to the Industry Advisory Committee members in appreciation for their leadership during the development of this project. The committee members present for the validation meeting were

Jeanette Taylor
Redding and Friends
Stillwater, Oklahoma

Natalie Hoffman
Ron White's Snipper's
Tulsa, Oklahoma

Jack Q. Williams
Redding and Friends
Stillwater, Oklahoma

Coelenta "Lynn" Davis
Lynn's Nail Salon
Tulsa, Oklahoma

Tim Cowdrey
Nail Boutique
Tulsa, Oklahoms

A "thank-you" goes to Eddies Hayes, Cosmetology Instructor at Kiamichi AVTS in Atoka, for serving on the validation committee.

A generous "thank-you" goes to Natalie Hoffman, a Manicurist at Ron White's Snipper's in Tulsa, Oklahoma. Natalie proved to be an artist in residence whose creative talent produced the cover photo and many of the photos inside the curriculum. Ms. Hoffman gave up a whole weekend to prepare for a full day of working with Tom Fields, Audio/Visual Specialist. CIMC wishes to express appreciation to Ms. Hoffman for her professionalism, patience, and cooperation. A "thank-you" goes to the management of Ron White's Snipper's for allowing us the use of their salon during the day long photo shoot.

Thank-you goes to Tim Cowdrey, a Manicurist at the Nail Boutique in Tulsa, Oklahoma, for giving up his day off to model for some of the inside photos.

A special "thank-you" goes to Ms. Hoffman's sister and friends for their participation in the photo session. Paige Hoffman, whose hands appear on the cover photo, is Natalie's sister. Shelby McCarty, Susan Barnett, Shirley Jones, Sarah Glocker and Stacy Stuart appear in photos throughout *Manicurist Specialty*. A "thank-you" also goes to Natalie's mother, Joan Hoffman, for helping make the day go smoothly.

Thank-you goes to the Oklahoma Department of Vocational and Technical Education whose support made this project possible. They are

Dr. Roy Peters, Jr.
State Director

Dr. Ann Benson
Assistant State Director

Dr. Charles Hopkins
Assistant State Director

Mr. Ivan Armstrong
State Supervisor
Trade and Industrial Education

Marsha Daves
Trade and Industrial
District Supervisor

Without the collaboration of the Curriculum and Instructional Materials Center and other Oklahoma Department of Vocational and Technical Education Staff, this project would not have provided instructors with the curriculum materials that they have come to expect. Thank you goes to

Dr. Brenda Stacy
Curriculum Coordinator

Dr. Lynna Ausburn
Development Coordinator

Tom Fields
Audio/Visual Specialist

Beth Ann Chlouber
Technical Writer

A Thank-you goes to the Desktop Publishing Staff. Brenna Tillman and Terri Tomson contributed their combined computer talents to insure quality materials for the cosmetology instructors and students.

The Art Department under the direction of Bob Davis did the impossible because they were able to take an idea and create the art for the cover and inside pages. Noel Wilcoxson and the Printshop staff are to be "thanked" for their cooperation in the final stages of a very difficult process.

Marilyn Kay Troupe
Curriculum Development Specialist

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

Manicurist Specialty contains seven units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for the teacher, pretest, handouts, information sheets, supplements, transparency masters, assignment sheets, job sheets, practical tests, written tests, and answers to pretests, assignment sheets, and written test all of which are included in the instructor edition. The student workbook includes the objective sheets, information sheets, supplements, transparency masters, assignment sheets, and job sheets. Pretest, practical tests, and written tests may be duplicated for classroom use or additional copies may be purchased by calling 1-800-654-4502, in Oklahoma 1-800-522-5810, ext. 589.

All of the unit components "zero in" on measurable and observable learning outcomes. Instructors are encouraged to supplement, personalize, localize, and motivate with these materials to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of material that can be covered in each class period.
- Skills that must be demonstrated.
    - Supplies and equipment needed
    - Amount of class time needed for demonstrations
    - Amount of time needed for student practice
- Supplementary materials, including print and non-print media, that must be ordered.
- Resource people who must be contacted.

Objective Sheet (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives stating the performance necessary to reach the unit objective.

The unit objective states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to see whether the student can do it. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objective can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective can be best taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the instructor should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages) Instructor's Edition only

This component is included only in instructor material. The suggested activities page assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery, application, and evaluation during the instructional process. The instructor should read the suggested activities before teaching the units to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the "Suggested Resources" section, along with print and non-print media that may be used to teach the unit. These materials can be used by the instructor to supplement his or her knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Pretest Answers (Pink Pages) Instructors Edition only

The answers to the pretest are given in this component only to the teacher.

Pretests (yellow pages) Instructor's Edition only

This component provides a pre-assessment of the knowledge that a student possesses prior to instruction. In individualized instruction, a student may challenge out of studying some or all of the cognitive objectives. In a group instructional setting, instructors may evaluate the knowledge that a group of students bring with them and determine where instruction should be emphasized.

Information Sheets (green pages)

The information sheet provides "must know" content essential for meeting the cognitive objectives on the knowledge and comprehension level of Bloom's taxonomy of educational objectives. The information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. It also may be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and instructors to ad notes that supplement, localize, personalize, or provide motivation for each unit.

The information sheet may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. Notes are short verbal additions to the information sheet or procedural outline that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. Cautions are advisories that tell the student how to avoid causing minor personal injury or equipment damage. Warnings are advisories that tell the student to avoid serious personal injury or death to the student persons in the workplace, or users of the project or the procedure.

Supplements (Green Pages)

Supplements include instructions that could be used for solving problems or reinforcing the enrichment of learning. The information presented in a supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment or job sheets. While supplements are not tested over directly, they may be used to assist in meeting the performance objectives.

Assignment sheets are intended to provide students with practice in exercising higher-order thinking skills. Often, assignment sheets will contain case studies or story problems or other situations in which the student must analyze the circumstances and determine correct responses. Assignment sheets may be given to the students for completion in class or for homework. Answer sheets are provided.

Assignment Sheets (Tan Pages)

Assignment sheets provide students with information and exercises to problems that address learning levels at or above the application level of Bloom's taxonomy. Assignment sheets provide written exercises for instruction and practice of a specific objective. The introduction to the assignment sheet explains how the assignment sheet relates to the subject area and unit objectives and may provide instructional information or refer students to another component for such information.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustration are provided to assist students in achieving the skill.

The instructor should demonstrate the procedure outlines in each job sheet. Further more, the instructor needs to localize the procedure according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Practical Tests (yellow pages) Instructor's Edition only

The practical tests are designed to assist the instructor in the evaluation of the psychomotor activities (job sheets). The practical test provides instructors with a valid mechanism for determining a student's level of ability in performing the procedure stated on the job sheet.

Written Test (yellow pages) Instructor's Edition only

This component provides criterion-references evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper-pencil and performance objectives must be evaluated. If objectives have been added, deleted, and modified, appropriate changes should be made on the test.

The test may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered.

The acceptable response on a unit test, eighty-five (85) percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the "paper-pencil" score along with teacher evaluations of student demonstrations of the desired skills.

Answers to Assignment Sheets and Written Tests (pink pages) Instructor's Edition only

These components are designed to assist the instructor in evaluation of student performance. They are available in the teacher's edition only.

PAGE NUMBERING

Each publication for the Curriculum and Instructional Materials Center is usually assigned a specific abbreviation. *Manicurist Specialty* has not been abbreviated. Each unit will be recognized by the unit number in roman numerals. Each unit in the publication begins with page 1. Each page number gives the component name, book title, unit number, and page number within the unit. Since CIMC publications are loose-leaf, this system of page numbering was recently adopted so that pages from different manuals would not get mixed up. The page number for the objective sheet in Removing Artificial Nails, which is unit V, would look like this:

OBJECTIVE SHEET - Manicurist Specialty
V - 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide student materials for each student. Student workbooks contain objective sheets, information sheets, supplements, transparency masters, activity sheets, assignment sheets, and job sheets. Pretest, practical tests, and written tests are packaged separately for students, and can be stored until needed. Students should be allowed to take their materials home at the end of the course.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement the objectives by providing the "why," personal experiences, and current information. If you are going to teach the material in a group setting, prepare for the unit be deciding the best way to teach each objective and allow for student input.

If you are going to follow the plan for individualized instruction, provide opportunities that will allow each student to become involved in planning for and being responsible for his or her own education.

COMPETENCY PROFILES

A competency profile is available for each CIMC publication. Competency profiles document student performance. The profile contains a list of the specific job competencies that a student should achieve before leaving the training program. Profiles should be distributed as required.

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with materials that are accurate and effective. Although the CIMc strives to maintain the highest standards of development and production, oversights occasionally do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. One easy way of pointing out errors is to make a photocopy of the affected page and to indicate the correction on the copy. Mail this information to the CIMC, where it will be used to correct the publication before the materials are reprinted.

To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error. Do not assume that someone else will notice the error and inform the CIMC; other users may be making the same assumption. Please send corrections and recommendations for improving this publication to the following address:

Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and
Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

BASIC SKILLS IN CIMC MATERIALS

Preparing students to enter successfully into today's world of work offers vocational education a substantial challenge. The contemporary workplace is characterized by constant and rapid technological change and by increasing job complexity and skill intensity. Due to rapid technological advancement, the half-life of work skills is now reduced to a bare three to five years. Out of this new workplace environment has arisen a growing national awareness of the critical importance of an American workforce armed with the skills necessary to survive in a competitive economy.

One result of this national awareness has been the emergence of a renewed emphasis on basic academic skills in all areas of education. Pressure to increase academic skill development is being placed on education by both legislative action and industry mandate. The new Carl D. Perkins Vocational and Applied Technology Education Act of 1990 sets stringent basic skill requirements for vocational education. State legislatures are increasingly requiring basic skills accountability by teachers and school administrators. Graduation exams, minimum competency requirements, and expected learner outcomes are being implemented with increasing frequency. In addition, business and industry are delivering the message clearly to educators that vocational competence now requires increased strength in the basic skills.

The issue of the basic skills currently required in the work place was very successfully addressed in a recent national three-year study conducted jointly by the American Society of Training and Development (ASTD) and the U.S. Department of Labor (DOL). The findings of this study were published in 1990 in the book, *Workplace Basics: The Essential Skills Employers Want.*

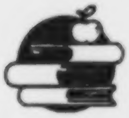
The ASTD/DOL research indicates clearly that American employers have discovered that their workforces need a variety of skills that include, but are not limited to, the classic academic trio of reading, writing, and computation. Employers now are also looking for competence in areas such as "learning to learn," problem solving and critical thinking, interpersonal and teamwork skills, oral communication and listening techniques, and the social and personal management skills that demonstrate a capacity for independence and responsibility in on-the-job performance.

It is clear that the requirements of today's business and industry have expanded and re-defined "workplace basics." It is in line with this re-definition, and with the competency requirements of current education legislation, that the Oklahoma Department of Vocational and Technical Education has chosen to address "basic skills" in the instructional materials produced by its Curriculum and Instructional Materials Center.

It is not a new development for CIMC materials to contain information and activities which develop basic skills competencies in students undertaking vocational programs. What is new is the specific marking, or flagging, of items in our instructional materials that address basic skills.

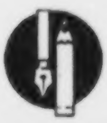
To assist teachers and students in identifying activities which promote basic skills development, CIMC has implemented a marking system which uses simple graphic symbols, or icons. These icons are located in the left margins of Assignment Sheets, Activity Sheets, and Job Sheets. The following is an explanation of the icons and the kinds of basic skill activities they indicate.

1. **READING SKILLS:** Skills involving use of print resource material for obtaining and applying information.



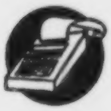
Current vocational education literature indicates that functional literacy as a workplace basic needs to be defined in terms of reading competencies actually required for job performance. The activities identified with this icon as addressing reading skills in CIMC materials deal specifically with developing reading skills in an applied, job-related context. These range from general information-gathering activities to tasks requiring use of specific technical reference materials. Many contain a "learning to learn" aspect, which promotes engaging actively and purposefully in vocationally relevant inquiry.

2. **WRITING SKILLS:** Skills involving written communication of processes, information, or ideas.



Tasks identified with this icon promote development of skills in written communications. As with reading skills, the writing skills emphasized in CIMC materials have a vocational context. They include filling out forms, keeping work activity records, writing simple memos and letters, generating more complex reports and articles, and written expression of ideas and concepts related to vocational performance or exploration.

3. **MATHEMATICS SKILLS:** Skills involving computation, calculation, and interpretation of numerical data.



This icon identifies activities which develop vocationally-related skills in computation, measurement and estimation, selection and application of appropriate mathematical processes, and collecting, displaying, or interpreting data.

4. **SCIENCE SKILLS:** Skills involving mastery and application of scientific information or theory.

This icon marks activities which are related to the development of skills in either the physical or biological sciences. These skills stress occupationally-related applications of science and technology.

5. **ORAL COMMUNICATION SKILLS:** Skills involving speaking and listening.

Activities marked with this icon promote development of effective speaking and listening. They include practice in such areas as speaking techniques, word choice, non-verbal messages, use of communication media, and using active listening techniques. Many of these activities promote "learning to learn" skills in verbal enquiry.

6. **INTERPERSONAL OR RELATING SKILLS:** Skills involving working and getting along with others.

Activities which deal directly with skills in relating to others are marked with this icon. This includes areas such as multi-cultural awareness, group processes and dynamics, negotiation, dealing with conflict, cooperation and teamwork, values and attitudes, and leadership and motivation.

7. **CREATIVE THINKING AND PROBLEM SOLVING SKILLS:** Skills involving comprehending, applying, analyzing, and developing complex ideas and situations.

This icon identifies activities which stress development of higher-order thought processes such as problem identification and analysis, lateral thinking, evaluating alternatives, developing solutions, examining assumptions, and evaluating outcomes.

8. **EMPLOYABILITY SKILLS:** Skills involving choosing, obtaining, and succeeding in a career.

Activities marked with this icon relate to competencies required to obtain employment and develop a career. These competencies include specific occupational tasks. They also include items such as career analysis and selection, job searching, completing applications and resumes, interviewing, and business etiquette, and personal management skills required for job-keeping and maturing in one's work. Examples of the later category include personal presentation, self-discipline, work accuracy, reliability, discretion, punctuality, handling stress, judgement, confidence, etc.

9. **SOCIAL STUDIES SKILLS:** Skills involving investigation and application of social concepts.

This icon marks activities which stress competencies in fields relating to human society and its distribution and relationships. This includes areas such as history, geography, government and politics, economics, psychology, sociology, demographics, current events, cross-cultural studies, consumer issues, environmental issues, and ethical concerns in science and technology.

Some activities in CIMC materials develop skills in more than one of the nine basic skill areas. In cases where the relative strengths of the skill elements are clearly discernable, the identification icon used is the one judged to be the primary, or strongest, element in the activity. For some activities, more than one icon is used, indicating equal strength of basic skills components in the activity.

Once the **general** basic skill activity has been identified by an icon, the CIMC takes the process one step further by indicating the **specific** skills which are addressed in an activity. This is accomplished through the use of enabling objectives, or "enablers."

Lists of enablers, or specific skills required for each activity, have been developed for each of the nine basic skill areas, and have been grouped into sets of related skills under each icon. The list of general categories under each icon is as follows:

1. Reading Enablers
Reading Comprehension Skills
Research and Reference Skills
Functional Reading Skills

2. Writing Enablers
Language Skills
Composition Skills
Research Skills
Functional Writing Skills

3. Math Enablers
Operation and Calculation Skills
Math Application Skills
Data Analysis and Display Skills
Functional Math Skills

4. Science Enablers
General Science Skills
Life Science Skills
Physical Science Skills
Earth Science Skills

5. Oral Communications Enablers
Oral Presentation Skills
Listening Skills
Interactive Communication Skills

6. Interpersonal or Relating Enablers
General Relating Skills
Teamwork/Cooperative Skills
Leadership/Influencing Skills

7. Creative Thinking/Problem Solving Enablers
Cognitive Activities Skills

8. Employability Enablers
Job Search/Selection Skills
Job Acquisition/Development Skills

9. Social Studies Enablers
Information Analysis Skills
Social Studies Application Skills
Functional Social Studies Skills

Applicable enablers and their general categories are listed beneath each icon in the left-hand margin.

The use of graphic icons to identify skills in CIMC instructional materials is the first in a series of steps designed to foster basic skills development in vocational students and accountability for vocational teachers. The Oklahoma Department of Vocational and Technical Education has developed a staged implementation strategy for integrating basic skills into CIMC materials. Additional basic skill elements of future CIMC publications will reflect the advancement of this staged implementation.

Development Coordinator
Curriculum and Instructional Materials Center
Oklahoma Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, Oklahoma 74074-4364

OBJECTIVE SHEET

PERFORMING SILK WRAP

I

INTRODUCTION

How do you feel immediately after breaking a nail? As a manicurist, you will be asked to repair broken nails. You may also be asked to reinforce weak and fragile nails. Besides providing clients satisfaction in the form of manicured nails, the procedure will earn you extra income. Clients appreciate the manicurist who has the ability to perform services other than the basic manicure. Clients have confidence in the manicurist who can repair their broken nails or fortify weak nails that break and tear easily. Clients with these problems are quite "loyal" when they find a manicurist who has the knowledge and skill to make their nails look long, healthy and beautiful.

UNIT OBJECTIVE

After completing this unit, the student should be able to perform a silk wrapping service. The student will demonstrate these competencies by completing job sheets, practical tests, and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

Basic Manicurist

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with silk wrapping to their correct definitions.
2. List safety practices that should be followed during a silk wrapping service.
3. Describe the sanitary practices that should be observed during a silk wrapping service.
4. Demonstrate the ability to
    a. Prepare the manicure table for a silk wrapping service. (Job Sheet 1)
    b. Prepare the client for a silk wrapping service. (Job Sheet 2)
    c. Perform the silk wrapping service. (Job Sheet 3)

SUGGESTED ACTIVITIES

PERFORMING SILK WRAP

I

PREPARATION

- Order materials to supplement unit.
  - Silk Wrapping kits will be needed. Buy direct from the manufacturer or from a beauty supplier.
  - Manikin hands or other practice supplies will be needed for student training.
- Invite guest speakers.
  - Invite a manicure salon owner or successful manicurist to talk with the class about careers as a licensed manicurist.
  - Invite a chemistry teacher at your school to talk about the chemical content of the material used for silk wrapping.
  - Invite a fireman, nurse, or health department representative to talk about safety and sanitation precautions that should be followed.
  - Invite a manufacturer's representative to demonstrate his or her silk wrapping product to your students.

NOTE: Supply the guest speakers with a copy of the objectives for this unit before it is time for them to speak.

DELIVERY

Objective 1

- Have a class discussion concerning the times you or your students have had a broken nail before an important event, i.e. before a prom, a wedding, a job interview, etc. Discuss what action they took in order to repair their broken nails.
- Relate to the students the financial rewards of performing silk wrapping.
- Ask a professional manicurist to speak to the class on the importance of silk wrapping to the industry.

Objective 2

- Relate to students the proper safety practices which should be followed during a silk wrapping.
- Invite a chemistry teacher to show the students how chemicals are made and explain why they should be careful when handling chemicals.
- Invite a fireman to demonstrate the hazards of misuse of chemicals.

Objective 3

- Explain the sanitary measures that should be taken during a silk wrap.
- Invite a nurse or health department representative to show how diseases can infect other people through misuse of equipment and by failure to follow sanitary rules.

APPLICATION

Objective 4

- Show video "Linen/Silk Wraps."
- Demonstrate a silk wrapping.
- Invite one of the leading manufacturers of silk wrapping products to present a demonstration for the students. Allow for questions and answers.
- Observe and instruct students in a "hands-on" silk wrapping class using an artificial practice finger.
- Use Job Sheet 1 to give students practice in preparing the manicure table for silk wrapping.
- Use Job Sheet 2 to give students practice in preparing the client for silk wrapping.
- Use Job Sheet 3 to give students practice in applying a silk wrap.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheet.

- Evaluate students on process evaluation.

  NOTE: Students must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate students on product evaluation.
- Rate students on the criteria listed.
- Tell students they may re-submit a product for evaluation until they are able to demonstrate mastery.
- Assign review materials as needed.
- Reteach and retest if necessary.
- Counsel students individually on practical test result, and explain the evaluator comments.

Written Test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give the written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.

- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Material

- *Linen/Silk Wraps* 1987.

  NOTE: This film may be ordered from Bow-Mac, Inc., P.O. Box 31464, Phoenix, Arizona 85046.

UNIT REFERENCES

- Backscratchers Nail Care Products Inc., 1987, Sacramento, California 95824.

  NOTE: Backscratcher Nail Kits are available in Oklahoma from State Beauty Supply. Out-of-state teachers should check with your local beauty supplier.

- China Silk by SuperNail America International Industry, North Hollywood, California 91605.
- Cimaglia, Alice. *The Art and Science of Manicuring*. Bronx, New York: Milady Publishing Corporation, 3839 White Plains Road, 10467-5394, 1988.
- Dalton, John W. *The Professional Cosmetologist*. 3rd Ed., St. Paul, Minnesota: West Publishing Co., P.O. Box 43526, 55164, 1985.
- The NailWeavers, P.O. Box 574, Woodland Hills, California 91365, (805) 654-8097.

PRETEST ANSWERS

PERFORMING SILK WRAP

I

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2, 3, 4, 5, 6, 7, 8, 9
2	10, 11, 12, 13
3	14, 15, 16, 17

ANSWER KEY

1. b
2. c
3. a
4. c
5. d
6. b
7. c
8. a
9. b
10. c
11. d
12. a
13. c
14. b
15. d
16. d
17. c

OBJECTIVE 4

Refer to Practical Tests for Job Sheets 1 through 3.

PRETEST

PERFORMING SILK WRAP

I

NAME ______________________________ SCORE ________

DIRECTIONS

Circle the correct answers below.

1. Used to spread adhesive:
   - a. orangewood stick
   - b. teflon pusher
   - c. file
   - d. buffer
2. Used to cut and trim wrap fabric:
   - a. cuticle scissors
   - b. cuticle nippers
   - c. fabric scissors
   - d. quats
3. Fabric considered to be best for wrapping:
   - a. silk
   - b. linen
   - c. mesh
   - d. cotton
4. Product used to hold or stick fabric to nail:
   - a. quats
   - b. alcohol
   - c. adhesive
   - d. acetone
5. Used to give gloss or shine to finished wrap:
   - a. file
   - b. teflon pusher
   - c. acetone
   - d. buffer
6. Used to shape the free edge or smooth the top of wrap:
   - a. buffer
   - b. file
   - c. teflon pusher
   - d. quats
7. Used to remove any excess wrapping liquid from around cuticle area:
   - a. quats
   - b. antiseptic
   - c. acetone
   - d. ammonia

8. Used as an antiseptic to sanitize:

a. alcohol
b. ammonia
c. acetone
d. adhesive

9. Used to clean nailplate before a wrap:

a. oily antiseptic
b. non-oily antiseptic
c. ammonia
d. acetone

10. Person responsible for client safety:

a. client
b. salon owner
c. manicurist
d. operator

11. Silk wrapping chemical that can cause a fire:

a. silk
b. adhesive
c. file
d. acetone

12. Products that should be labelled:

a. all products
b. alcohol
c. only flammable products
d. acetone

13. Implement which may cause cuts and burns:

a. buffer
b. pusher
c. file
d. scissors

14. Person responsible for cleaning the manicure area:

a. janitor
b. manicurist
c. salon owner
d. co-workers

15. Implements that should be sanitized:

a. teflon pusher
b. implements used most often
c. file
d. all implements

16. Way to prevent the spread of disease in silk wrapping:

a. check client
b. wear gloves
c. label products
d. clean work area

17. Fungus may form under wrap if manicurist does not:

a. use a clean towel
b. wash his or her hands
c. clean client's nails
d. wipe the table

NOTICE

In addition to the pretest items, the student will be required to demonstrate mastery of the following objective:

OBJECTIVE 4

Demonstrate the ability to

a. Prepare the manicure table for a silk wrapping service. RATING ________

b. Prepare the client for a silk wrapping service. RATING ________

c. Perform the silk wrapping service. RATING ________

INFORMATION SHEET

PERFORMING SILK WRAP

I

OBJECTIVE 1

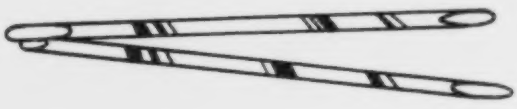
Match terms associated with silk wrapping to their correct definitions.

- **Acetone** – a colorless, flammable liquid used to remove excess adhesive or wrapping liquid from around cuticle area
- **Adhesive** – product used to hold or stick fabric to nail, also called wrapping liquid
- **Alcohol** – antiseptic used to sanitize implements and equipment during a silk wrap
- **Buffer** – implement used to give gloss or shine to finished wrap

  NOTE: Coarse buffing disc - smooth extremely rough surface. Medium disc further smooths rough surface. Apply antiseptic to nail plate so that any ridges or pits will be more visible. Finish with a three-way buffer.
- **File** – fine grain implement which may be used to shape the free edge or smooth the tip of a wrap
- **Non-oily nail antiseptic/cleanser** – used to clean nail before the application of a wrap
- **Silk** – fabric considered to be best for wrapping because it becomes invisible during the wrapping procedure due to its fine texture
- **Small fabric scissors** – used to cut and trim wrap fabric
- **Teflon pusher** – used to spread adhesive and smooth out wrap

  NOTE: This implement is shaped like an orangewood stick but is made of teflon.

FIGURE 1



OBJECTIVE 2 **List safety practices that should be followed during a silk wrapping service.**

INTRODUCTION

It is of utmost importance that manicurists adhere to certain safety practices during a silk wrapping procedure. Failure to do so may cause bodily harm to a client, the manicurist, or others in the area.

- Sanitize hands and work area.
- Keep flammable products away from open flame or excessive heat.
- Do not allow smoking or food at the manicure table.
- Always consult with the client before chemical nail services concerning allergies, medications, sores in the nail area and other diseases.
- Never place flammable liquids close to an open flame.

  CAUTION: **Failure to follow these procedures could cause a fire in the salon resulting in property damage or worse--personal injury to clients, fellow workers, and yourself.**

- Label all products.

  CAUTION: **All containers should be properly labeled so that you do not use the wrong products on a client.**

- Avoid using too much friction during buffing. Using too much friction can create heat on the client's nail.
- Use precaution with adhesive so that you do not spill it.

  WARNING: If adhesive is spilled, it may glue things together that you do not want glued. It can cause permanent damage to clothing and other items.

- Take care to protect the skin from cuts and burns when filing the cuticle area.

  CAUTION: **Careless filing can cause skin burns and cuts.**

OBJECTIVE 3 **Describe the sanitary practices that should be observed during a silk wrapping service.**

INTRODUCTION

Infectious disease is a hazard that can invade a nail salon if sanitary procedures are not practiced daily. It is the manicurist's responsibility to make sure that the work area is sanitized and clean for each client.

- Sanitize all implements before use.

  CAUTION: Failure to sanitize your implements could lead to the spread of disease.

- Sanitize manicure table before performing service.

  NOTE: A dirty manicure table makes the client very uneasy. Clients are aware of the possibilities of acquiring contagious diseases. You would not feel comfortable sitting in a doctor's examining room if it was dirty.

- Check client for contagious diseases before performing a service.

  CAUTION: Do not perform a silk wrapping on a client who has a contagious disease. You do not want to contract a disease, nor do you want to spread a disease to other clients or co-workers.

  NOTE: Refer to Unit One, Basic Manicure for the diseases of the nail.

- Clean nails properly before performing service.

  NOTE: This procedure will help to prevent a fungus from forming under the wrap.

- Sanitize your hands before performing service.

  NOTE: This procedure prevents the spread of disease and gives the manicurist a clean appearance.

- Use a clean towel for each client.

  NOTE: A clean towel prevents the spread of disease and gives the manicure table a clean appearance.

JOB SHEET 1

PERFORMING SILK WRAP

OBJECTIVE 4a

Prepare the manicure table for a silk wrapping service.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

- Teflon pusher
- Small fabric scissors
- Buffer
- File

SUPPLIES

- Adhesive
- Silk
- Alcohol
- Towel
- Non-oily nail antiseptic/cleanser
- Acetone

PROCEDURE

General Relating Skills

- Interact with clients/customers

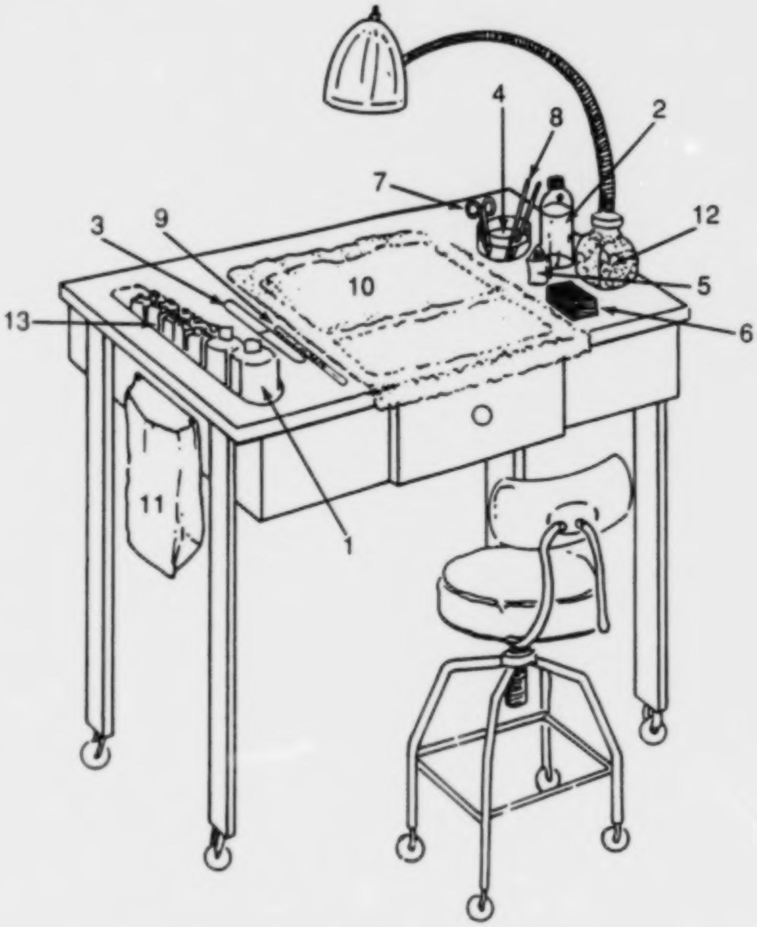
1. Sanitize hands.
2. Sanitize manicure table.
3. Place clean towel on table.
4. Sanitize implements/equipment.
5. Arrange supplies and equipment to your right (if right-handed) for easy access.
6. Sanitize implements, equipments and hands.
7. Sanitize work area.
8. Have your instructor evaluate your table preparation.

Job Acquisition/ Development Skills

- Master specific job task/ procedure
- Deal effectively with customers/clients

Manicure table set-up for silk wrap service

FIGURE 2



1. Acetone
2. Antiseptic
3. Buffer
4. Sanitizer jar with alcohol
5. Adhesive
6. Fabric Silk
7. Fabric Scissors
8. Teflon pusher
9. Nail file
10. Towel
11. Plastic bag
12. Cotton container
13. Polish and other supplies

JOB SHEET 2 — PERFORMING SILK WRAP

I

OBJECTIVE 4b

Prepare the client for a silk wrapping service.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

- Small fabric scissors
- Buffer
- Teflon pusher
- File

SUPPLIES

- Acetone
- Adhesive
- Silk
- Alcohol
- Towel
- Non-oily nail antiseptic/cleanser

PROCEDURE

1. Sanitize hands.
2. Prepare the manicure table for a silk wrap.
3. Examine client's nails for disease.
4. Clean the nailplate with a non-oily nail antiseptic/cleanser.

   NOTE: An oil-based antiseptic such as alcohol may cause lifting of the wrap.
5. Push back cuticle.
6. File nailplate lightly to remove the natural oils.
7. Sanitize implements, equipments and hands.
8. Sanitize work area.
9. Have your instructor evaluate your client preparation.

Life Science Skills

- Investigate health issues

General Relating Skills

- Interact with clients/customers

JOB SHEET 3

PERFORMING SILK WRAP

OBJECTIVE 4c

Perform the silk wrapping service.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

- Teflon pusher
- Small fabric scissors
- Buffer
- File

SUPPLIES

- Adhesive
- Silk
- Alcohol
- Towel
- Non-oily nail antiseptic/cleanser
- Acetone

PROCEDURE

General Relating Skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product (written, oral, practical)

1. Prepare the manicure table.
2. Sanitize hands.
3. Prepare the client.
4. Using fabric scissors, cut silk so as to cover nailplate.
5. Hold silk in place on nailplate and apply adhesive over silk.
6. Spread and smooth adhesive with teflon pusher.
7. Saturate the silk, while avoiding contact with skin.
8. Allow a few seconds for adhesive to dry.
9. File and buff to smooth finish.

   NOTE: Buff from cuticle to tip, never from side to side.

Job Acquisition/ Development Skills

- Master specific job task/ procedure
- Deal effectively with customers/clients

10. Use teflon pusher dipped in acetone to remove any adhesive from cuticle area.

11. Sanitize implements, equipments and hands.

12. Sanitize work area.

13. Have instructor evaluate your silk wrap.

Broken nail

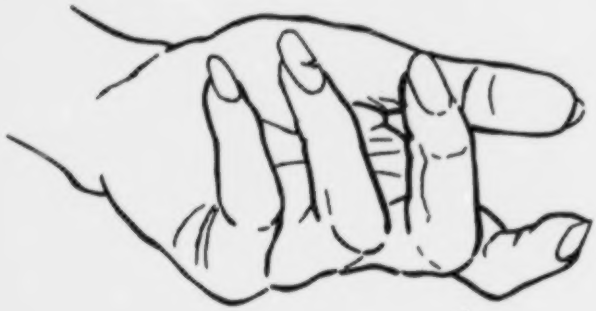


FIGURE 3

Mesh on nail – Nail wrap

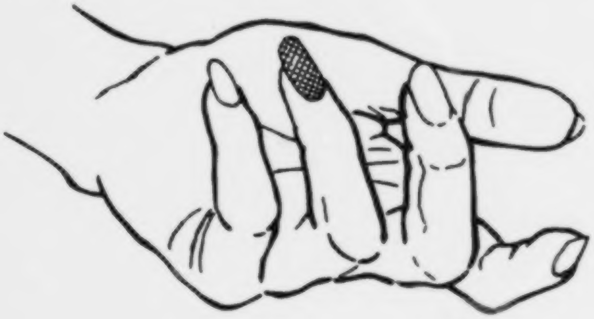


FIGURE 4

Used with permission of The NailWeavers, Henry Sogomonian, Sogo, Inc.

PRACTICAL TEST 1

PERFORMING SILK WRAP

I

JOB SHEET 1

Prepare the manicure table for a silk wrapping service.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Sanitized hands	_____	_____
2. Sanitized manicure table	_____	_____
3. Placed clean towel on table	_____	_____
4. Sanitized teflon pusher, scissors, buffer and file	_____	_____
5. Arranged teflon pusher, scissors, buffer, file, adhesive and silk for easy access	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:	4	3	2	1
Table	Clean; professional looking			Unclean; unprofessional looking

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

PERFORMING SILK WRAP

JOB SHEET 2

Prepare the client for a silk wrapping service.

Student's name ______________________________ Date ____________

Evaluator's name ____________________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Sanitized hands	_____	_____
2. Prepared table properly	_____	_____
3. Examined client's nail for diseases	_____	_____
4. Cleaned the nailplate	_____	_____
5. Pushed back cuticle	_____	_____
6. Filed nailplate		
7. Sanitized implements, equipments and hands	_____	_____
8. Sanitized work area	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:	4	3	2	1
Nailplate	Clean, oil-free, cuticle back, ready for wrap			Unclean, unpushed cuticle, not ready for wrap

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

PERFORMING SILK WRAP

JOB SHEET 3

Perform the silk wrapping service.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Sanitized hands	_____	_____
2. Prepared manicure table	_____	_____
3. Prepared client	_____	_____
4. Cut silk so as to cover nailplate	_____	_____
5. Applied adhesive over silk	_____	_____
6. Spread and smoothed adhesive, saturating fabric	_____	_____
7. Allowed adhesive to dry	_____	_____
8. Filed and buffed wrap to a smooth finish	_____	_____
9. Removed excess adhesive from skin	_____	_____
10. Sanitized implements, equipments and hands	_____	_____
11. Sanitized work area	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Wrap coverage	4 Nailplate covered	3 Most of nailplate covered	2 Some of nailplate covered	1 Little of nailplate covered
Surface	4 Smooth, without ridges	3 One small ridge	2 Not smooth with ridge	1 Rough, with ridges
Cuticle area	4 Clean of excess product	3 Little product evident	2 Some product evident	1 Much product evident
Shape of nail	4 Natural looking curvature	3 A little irregular	2 Moderately irregular	1 False looking
Free edge	4 Smooth	3 Somewhat smooth	2 Some roughness	1 Entire edge rough

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

WRITTEN TEST

PERFORMING SILK WRAP

I

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with silk wrapping to their correct definitions. Write the correct letters in the blanks.

____ 1. Used to clean nail before the application of a wrap

____ 2. Used as an antiseptic to sanitize implements

____ 3. Used to remove excess wrapping liquid from around cuticle area

____ 4. Implement which may be used to shape the free edge or smooth the tip of a wrap

____ 5. Implement used to give gloss or shine to finished wrap

____ 6. Product used to hold or stick fabric to nail—a wrapping liquid

____ 7. Fabric considered to be best for wrapping because it becomes invisible during wrap due to its fine texture

____ 8. Used to cut and trim wrap fabric

____ 9. Used to spread adhesive and smooth out wrap

a. Ammonia

b. Non-oily nail antiseptic/ cleanser

c. Quats

d. Adhesive

e. Alcohol

f. File

g. Acetone

h. Buffer

i. Silk

j. Small fabric scissors

k. Linen

l. Teflon pusher

m. Cuticle scissors

OBJECTIVE 2

List safety practices that should be followed during a silk wrapping service.

1. Circle the correct safety practices.
   - a. Sanitize hands
   - b. Sanitize work area
   - c. Allow smoking
   - d. Label products
   - e. Check for disease
   - f. File carelessly
   - g. Exercise caution with adhesive
   - h. Protect flammable liquids
2. Circle the unsafe practices that might cause bodily harm.
   - a. Smoking at the manicure table
   - b. Removing client's jewelry
   - c. Wearing eye glasses during a silk wrap
   - d. Filing too close to skin
   - e. Wasting adhesive on fingers
   - f. Eating at the manicure table

OBJECTIVE 3

Describe the sanitary practices that should be observed during a silk wrapping service. Write the correct answers in the spaces provided.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________

NOTICE

The following job sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 4

Demonstrate the ability to

a. Prepare the manicure table for a silk wrapping service. RATING ________

b. Prepare the client for a silk wrapping service. RATING ________

c. Perform the silk wrapping service. RATING ________

WRITTEN TEST ANSWERS

PERFORMING SILK WRAP

I

OBJECTIVE 1

1. b
2. e
3. g
4. f
5. h
6. d
7. i
8. j
9. l

OBJECTIVE 2

1. a, b, d, e, g, h
2. a, d, e, f,

OBJECTIVE 3

1. Sanitize all implements used in silk wrapping.
2. Sanitize the manicure table before each client.
3. Check client for contagious disease before performing a service.
4. Clean client's nails before beginning service.
5. Sanitize hands before each service.
6. Use clean towels.

OBJECTIVE 4

Refer to Practical Test for Job Sheets 1 through 3.

OBJECTIVE SHEET

PERFORMING SCULPTURED NAIL APPLICATION

II

INTRODUCTION

Well cared for, attractive nails are an important part of a person's grooming. If, for some reason, natural nails do not grow to the desired length, break and split easily, or are damaged in some way, artificial nails may solve the problem. Artificial nails are also useful in breaking the habit of nail biting. Sculptured nails are often used in these situations.

UNIT OBJECTIVE

After completing this unit, the student should be able to apply sculptured nails. The student will demonstrate this competency by completing an assignment sheet, job sheets, practical tests and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

Basic Manicurist

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with sculptured nail application to their correct definitions.
2. Match supplies and equipment used in sculptured nail application to their correct descriptions.
3. Identify sections of a Material Safety Data Sheet.
4. List the characteristics of different types of nail forms.
5. Select from a list safety practices to follow when applying sculptured nails.
6. Interpret a Material Safety Data Sheet. (Assignment Sheet 1)
7. Demonstrate the ability to
    a. Prepare the manicure table for the performance of sculptured nail application. (Job Sheet 1)
    b. Prepare the client for service. (Job Sheet 2)
    c. Sculpture nails. (Job Sheet 3)
    d. Perform fill-in service. (Job Sheet 4)

PERFORMING SCULPTURED NAIL APPLICATION

PREPARATION

- Order materials to supplement the unit.

  NOTE: See suggested resources and unit references.

- Study the specific objectives to determine those to be covered in lecture presentations.
- Plan additional tasks to be covered in classroom presentations.
- Invite a professional manicurist to the class to demonstrate sculptured nail application.
- Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objective 1

- Discuss terms which apply to nail sculpturing.
- Show video from Origi-Nails which covers, in detail, the entire process of applying sculptured nails.

Objective 2

- Discuss with students the supplies and equipment used in the application of sculptured nails.

Objective 3

- Use Transparencies 1 and 2.
- Show students a variety of Material Safety Data Sheets; have the students compare the different sheets.
- Show the *Chemical Awareness* training service video.

Objective 4

- Have nail forms in the classroom for students to practice applying on one other.
- Have students practice applying sculptured nails on a practice hand.

Objective 5

- Stress the importance of health and safety practices that must be followed while performing sculptured nail application.

APPLICATION

Objective 6

- Have students complete Assignment Sheet 1.
- Use Handout 1, to go over the Material Safety Data Sheet.

Objective 7

- Have students complete Job Sheets 1 through 4.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheet.

- Evaluate students on process evaluation.

  NOTE: Students must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate students on product evaluation.
- Rate students on the criteria listed.
- Tell students they may re-submit a product for evaluation until they are able to demonstrate mastery.
- Assign review materials as needed.
- Reteach and retest if necessary.
- Counsel students individually on practical test results and explain the evaluator comments.

Written test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Material

- *Nail Extension*, training video from Origi-Nails.

  NOTE: This video is available to Oklahoma teachers on a free-loan basis. Teachers may order the video from the Media Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Ave., Stillwater, Oklahoma 74074. Out-of-state teachers may order the video from Origi-Nails, P.O. Box 300628, Arlington, Texas 76010-9628, or by calling 1-800-433-5303.
- Chemical Awareness Training Service – 65 minute video with training manual. P.O. Box 16386, Irvine, California 92714. (714) 863-0461

UNIT REFERENCES

- Cimalgia, Alice. *The Art and Science of Manicuring*. Bronx, New York: Milady Publishing Company, 1988.
- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Company, 1981.
- *Milady's Van Dean Manual*, Milady Publishing Company, 3839 White Plains Road, Bronx, New York 10467-5394.
- *Nails Magazine*, Redondo Beach, California: Bobit Publishing Company, 2512 Artesia Blvd., 90278, (213)376-8788.
- *The Prentice-Hall Textbook of Cosmetology, A Professional Guide to the Theory and Practice of Beauty Culture*, Englewood Cliffs, New Jersey 07632, Prentice-Hall, Inc., 1984.

PRETEST ANSWERS

PERFORMING SCULPTURED NAIL APPLICATION

II

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2, 3, 4, 5, 6, 7
2	8, 9
3	10, 11
4	12, 13
5	14, 15

ANSWER KEY

1. c
2. a
3. a
4. d
5. c
6. d
7. c
8. a
9. c
10. d
11. a
12. b
13. c
14. c
15. a

OBJECTIVE 6

Refer to answers to Assignment Sheet 1.

OBJECTIVE 7

Refer to Practical Tests for Job Sheets 1 through 4.

MATERIAL SAFETY DATA SHEET

SECTION I

MANUFACTURERS NAME NAILSWAY

EMERGENCY TELEPHONE NO 1-800-742-5333

ADDRESS (Number Street City State and ZIP Code) 1500 West Seventh Avenue, Stillwater, OK 74074

CHEMICAL NAME AND SYNONYMS Nail Gel

TRADE NAME AND SYNONYMS NAILSWAY Gel

CHEMICAL FAMILY

FORMULA

SECTION II — HAZARDOUS INGREDIENTS

	CAS #	%	TLV (Units)
This product is not hazardous or toxic.			

SECTION III — PHYSICAL/CHEMICAL DATA

BOILING POINT (°F)	0	SPECIFIC GRAVITY (H_2O = 1)	0.532
VAPOR PRESSURE (MM HG.)	0	PERCENT VOLATILE BY VOLUME (%)	0
VAPOR DENSITY (AIR = 1)	1.2	EVAPORATION RATE (________ = 1)	2.3
SOLUBILITY IN WATER	No	pH	4.5
APPEARANCE AND ODOR Clear color and odorless			

SECTION IV — FIRE AND EXPLOSION HAZARD DATA

FLASH POINT (Method used) Not flammable but store in dry area.	LEL	UEL

EXTINGUISHING MEDIA All purpose extinguisher may be used.

SPECIAL FIRE FIGHTING PROCEDURES Not necessary when stored properly.

UNUSUAL FIRE AND EXPLOSION HAZARDS NONE

SECTION V — HEALTH HAZARD DATA

THRESHOLD LIMIT VALUE	Use in ventilated area.
EFFECTS OF OVEREXPOSURE	Eye and nose irritation when proper ventilation
	is not provided.
EMERGENCY AND FIRST AID PROCEDURES	Rinse with copious amounts of water. If swallowed, call
	911 and/or see a physician.

SECTION VI — REACTIVITY DATA

STABILITY	UNSTABLE		CONDITIONS TO AVOID	Do not leave around children.
	STABLE			
INCOMPATABILITY (Materials to avoid)				
HAZARDOUS DECOMPOSITION PRODUCTS				
HAZARDOUS POLYMERIZATION	MAY OCCUR		CONDITIONS TO AVOID	
	WILL NOT OCCUR			

SECTION VII — CONTROL MEASURES

RESPIRATORY PROTECTION (Specify type)	Proper ventilation		
VENTILATION	LOCAL EXHAUST Yes	SPECIAL	NO
	MECHANICAL (General)	OTHER	
PROTECTIVE GLOVES	Not necessary	EYE PROTECTION	Not necessary
OTHER PROTECTIVE EQUIPMENT	NONE necessary		

SECTION VIII — SPECIAL PRECAUTIONS

PRECAUTIONS TO BE TAKEN IN HANDLING AND STORING	Store in dry area, close cap tightly to
prevent gel from drying out.	
STEPS TO BE TAKEN IN CASE MATERIAL IS RELEASED OR SPILLED	Clean up with water or as you would other
non-hazardous spills.	
WASTE DISPOSAL METHOD	Disposal should be in accordance with all applicable local,
state and federal regulations.	
OTHER PRECAUTIONS	NONE

PRETEST

PERFORMING SCULPTURED NAIL APPLICATION

II

NAME ______________________________ SCORE ________

DIRECTIONS

Circle the correct answers below.

1. Used on nails before application of artificial nails:
    - a. ammonia
    - b. alcohol
    - c. antiseptic
    - d. acrylic
2. Part of the nail which grows beyond the finger:
    - a. free edge
    - b. hang nail
    - c. nail bed
    - d. cuticle
3. Material used to sculpture the nail:
    - a. acrylic
    - b. ammonia
    - c. emery board
    - d. alcohol
4. Small particles resulting from nail being shaped with emery board:
    - a. fungus
    - b. sculpturing
    - c. hang nails
    - d. filings
5. Organisms of plant origin that lack chlorophyll; some can cause irritation or disease:
    - a. atrophy
    - b. ingrown toenail
    - c. fungus
    - d. athletes foot
6. Artificial nails built on the original nail with acrylic:
    - a. nail forms
    - b. gels
    - c. press on nails
    - d. sculptured nails
7. Substances working together to strengthen nail:
    - a. fiberglass
    - b. adhesive bondings
    - c. acrylic liquid and powder
    - d. fill-ins

8. Hold small amounts of materials for sculpturing nails:

a. dishes
b. nail forms
c. pockets
d. dappen dishes

9. Used to shape artificial nails

a. orange stick
b. cuticle scissors
c. emery board
d. buffer

10. Section of Material Safety Data Sheet (MSDS) which gives the name and manufacturer of the product:

a. physical hazards
b. special protection
c. health hazards
d. material identification

11. Section of MSDS which tells the effects of overexposure: to the product

a. health hazards
b. physical hazards
c. ingredients
d. material identification

12. Nail forms which need no cleaning:

a. teflon
b. disposable
c. non stick
d. sculptured

13. Nail forms that can be reused:

a. acrylic
b. disposable
c. Teflon
d. plastic

14. Nail should not be touched after applying:

a. nail polish remover
b. nail form
c. antiseptic
d. primer

15. Artificial nails should never be applied to:

a. injured or inflamed fingers
b. people under 21
c. people who use their hands a lot
d. senior citizens

NOTICE

In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective:

OBJECTIVE 7

Demonstrate the ability to

a. Prepare the manicure table for the performance of sculptured nail application. RATING ________

b. Prepare the client for service. RATING ________

c. Sculpture nails. RATING ________

d. Perform fill-in service. RATING ________

INFORMATION SHEET

PERFORMING SCULPTURED NAIL APPLICATION

II

OBJECTIVE 1

Match terms associated with sculptured nail application to their correct definitions.

- **Acrylic** – material used to sculpture the nail and to increase its strength, durability and length
- **Antiseptic** – used on nails before application of artificial nails to combat the growth of fungus and bacteria
- **Filings** – small particles resulting from the nail, either natural or artificial, being shaped with an emery board
- **Free edge** – part of the nail which grows beyond the finger
- **Sculptured nail** – artificial nail built on the original nail by using acrylic and a nail form

  NOTE: Also known as free form sculptured nail
- **Fungus** – organisms of plant origin that lack chlorophyll; some fungi can cause irritation or disease
- **Mini-manicure** – basic manicure excluding soaking and massage

OBJECTIVE 2

Match supplies and equipment used in sculptured nail application to their correct descriptions.

- **Acrylic powder and liquid** – substances which work together to make the nail thicker and stronger
- **Dishes for liquid and powder acrylic** – to be used while performing sculptured nail application; hold small amounts so the original containers may be kept closed
- **Disposable nail forms** – packaged on a roll; fit under free edge of the nail and wrap around and adhere to the finger to give shape to the artificial nail; used only once
- **Electric drill** – used in place of a file. Can be used with caution under the free edge of the nail. Comes in various degrees of abrasiveness
- **Emery board/files** – used to prepare the natural nail for application of artificial nail; also used to shape the artificial nail

  NOTE: Use proper texture. Be aware that there are many textures of emery boards and files.

- **Nail brush** – used to keep filings brushed away during shaping of the nail

  EXAMPLES: Any soft brush can be used as long as it can be sanitized between uses.

- **Brush cleaner** – used to clean the sable brush
- **Reusable nail forms** – Teflon coated forms which are applied under the free edge of the nails for shaping the artificial nail
- **Sable brush** – small artist type brush, used to apply acrylic to the nail

OBJECTIVE 3

Identify sections of a Material Safety Data Sheet.
(Transparencies 1 and 2)

INTRODUCTION

The purpose of the hazardous chemical forms is to inform consumers of the chemicals found in the products they use. Every manufacturer will furnish, upon request, a Material Safety Data Sheet (MSDS) for any product used in the salon.

Interpreting a MSDS hazardous chemical form

- Material identification – This section gives the name and manufacturer of the product.
- Emergency phone number – This section gives a phone number where a product representative can be reached.
- Ingredients and hazards – This section tells what chemicals are found in the product and any hazards of the product. If the product is toxic (poisonous), that information will be found in this section.
- Physical and chemical characteristics – This section gives a general description of the product, its pH, its flash point, extinguishing method, and special fire fighting procedures.
- Physical hazards – This section tells the stability of the product and if the product is incompatible with other materials.
- Health hazards – This section tells the effects of overexposure to the product and any first-aid treatments to follow.
- Special protection information – This section tells if any special equipment or facilities, such as gloves or ventilation, are needed; it also informs the consumer of proper storage and handling of the product.

- **Spill, leak, disposal procedures—This section tells what procedures should be followed when cleaning up spills and leaks; it also tells of any special instructions for disposal of the product.**

OBJECTIVE 4 **List the characteristics of different types of nail forms.**

Disposable nail forms

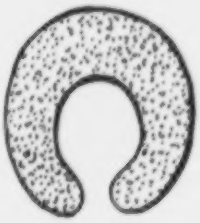


FIGURE 1

- Cost effective
- Need no cleaning
- Guidelines provide help in sculpturing nails

Cut-away disposable nail forms

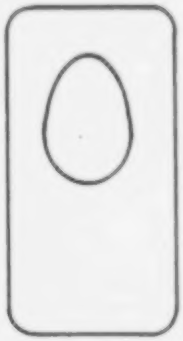


FIGURE 2

- Unique shape makes them easy to remove
- Provide a snug fit
- Come in small, medium, large and extra large sizes
- Detailed guidelines

Teflon nail forms

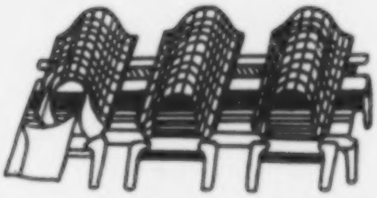


FIGURE 3

- Can be sanitized and reused
- Teflon finish provides ease in removing
- Form is sturdy and gives good support for sculpturing

OBJECTIVE 5

Select from a list safety practices to follow when applying sculptured nails.

INTRODUCTION

The manicurist has a responsibility to the client to use safety precautions when applying artificial nails. Very serious problems can result if artificial nails are not applied correctly. The following precautions should be followed:

- Examine the client's nails thoroughly before application begins.
- Never apply artificial nails to injured or inflamed fingers.
- Use an antiseptic liberally before applying artificial nails.

  NOTE: The use of antiseptic will help to avoid the growth of fungus on the natural nail.

- Do not touch the nail after the antiseptic has been applied.
- Use brush cleaner for sable brush.
- Keep bottles closed tightly and stored in a cool dry place, away from heat.

- Sanitize all implements according to State Board of Cosmetology rules and regulations.
- Do not file too deeply into the natural nail.

MATERIAL SAFETY DATA SHEET

SECTION I

MANUFACTURERS NAME	EMERGENCY TELEPHONE NO
ADDRESS (Number Street City State and ZIP Code)	
CHEMICAL NAME AND SYNONYMS	TRADE NAME AND SYNONYMS
CHEMICAL FAMILY	FORMULA

SECTION II — HAZARDOUS INGREDIENTS

	CAS #	%	TLV (Units)

SECTION III — PHYSICAL/CHEMICAL DATA

BOILING POINT (°F)		SPECIFIC GRAVITY ($H_2O = 1$)	
VAPOR PRESSURE (MM HG)		PERCENT VOLATILE BY VOLUME (%)	
VAPOR DENSITY (AIR = 1)		EVAPORATION RATE (______ = 1)	
SOLUBILITY IN WATER		pH	
APPEARANCE AND ODOR			

SECTION IV — FIRE AND EXPLOSION HAZARD DATA

FLASH POINT (Method used)	FLAMMABLE LIMITS	LEL	UEL
EXTINGUISHING MEDIA			
SPECIAL FIRE FIGHTING PROCEDURES			
UNUSUAL FIRE AND EXPLOSION HAZARDS			

TRANSPARENCY MASTER 1 - Manicurist Specialty

SECTION V — HEALTH HAZARD DATA

THRESHOLD LIMIT VALUE

EFFECTS OF OVEREXPOSURE

EMERGENCY AND FIRST AID PROCEDURES

SECTION VI — REACTIVITY DATA

STABILITY	UNSTABLE		CONDITIONS TO AVOID
	STABLE		
INCOMPATABILITY (Materials to avoid)			
HAZARDOUS DECOMPOSITION PRODUCTS			
HAZARDOUS POLYMERIZATION	MAY OCCUR	CONDITIONS TO AVOID	
	WILL NOT OCCUR		

SECTION VII — CONTROL MEASURES

RESPIRATORY PROTECTION (Specify type)		
VENTILATION	LOCAL EXHAUST	SPECIAL
	MECHANICAL (General)	OTHER
PROTECTIVE GLOVES	EYE PROTECTION	
OTHER PROTECTIVE EQUIPMENT		

SECTION VIII — SPECIAL PRECAUTIONS

PRECAUTIONS TO BE TAKEN IN HANDLING AND STORING

STEPS TO BE TAKEN IN CASE MATERIAL IS RELEASED OR SPILLED

WASTE DISPOSAL METHOD

OTHER PRECAUTIONS

ASSIGNMENT SHEET 1

PERFORMING SCULPTURED NAIL APPLICATION

II

OBJECTIVE 6 **Interpret a Material Safety Data Sheet.**

DIRECTIONS Using the MSDS provided as a handout, answer the following questions on interpreting a hazardous chemical form.

1. What is the name of the product?

2. What is the pH of the product?

3. Is the product poisonous?

4. What method of first aid should be used if the product gets into the eyes?

5. What special protection should be taken by the operator?

Functional Reading Skills

- Interpret forms and records
- Follow written instructions

Job Acquisition/ Development Skills

- Master specific job task/procedure

ASSIGNMENT ANSWERS	**PERFORMING SCULPTURED NAIL APPLICATION**	**II**

ASSIGNMENT SHEET 1

1. Nailsway nail gel
2. Mildly acidic
3. No
4. Rinse with copious amounts of water
5. Proper ventilation

JOB SHEET 1

PERFORMING SCULPTURED NAIL APPLICATION

II

OBJECTIVE 7a

Prepare the manicure table for performing sculptured nail application.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

- Dishes for liquid and powdered acrylic
- Nail brush
- Emery boards
- Nail form
- Sable brush
- Buffer
- Brush cleaner

SUPPLIES

- Acrylic powder
- Acrylic liquid
- Alcohol
- Towel
- Non acetone nail polish remover

PROCEDURE

General Relating skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/clients

1. Sanitize hands thoroughly with antiseptic cleaner.
2. Disinfect work area.
3. Place clean towel on manicure table.
4. Arrange dishes for liquid and powdered acrylic, nail brush, emery board, nail form, sable brush, buffer, acrylic powder, acrylic liquid, and brush cleaner to your right (if right handed) for easy access.
5. Sanitize implements, equipment and hands.
6. Sanitize work area.
7. Have instructor evaluate your work.

JOB SHEET 2 PERFORMING SCULPTURED NAIL APPLICATION II

OBJECTIVE 7b

Prepare the client for service.

INTRODUCTION

The welcome given to the client is very important in the overall impression the salon makes. Most clients appreciate the personal attention received from the manicurist. Constant interruptions such as answering the phone can be very distracting to both client and manicurist. If possible, give the client your full attention.

IMPLEMENTS AND EQUIPMENT

- Manicure table

SUPPLIES

- Basic manicure set-up

PROCEDURE

1. Greet client by name.
2. Direct client to the manicure table.
3. Seat client in the chair opposite the manicurist.

   NOTE: Never seat a client at a manicure table which has not been cleaned after the previous client.

4. Consult with client about exactly what service he or she is desiring.
5. Examine nails and hands carefully.
6. Discuss with client any irregularities which you observe.
7. If the nails and hands are healthy, with no sign of disease, proceed with mini-manicure.
8. If there is evidence of disease, inflammation or irritation, tactfully discuss your observation and make the necessary referral.

Listening Skills

- Apply active listening skills
- Draw conclusions
- Analyze

General Relating skills

- Apply questioning techniques
- Conduct interview
- Analyze
- Communicate with clients/customers

JOB SHEET 3

PERFORMING SCULPTURED NAIL APPLICATION

II

OBJECTIVE 7c

Sculpture nails.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

- Dishes for liquid and powdered acrylic
- Nail brush
- Emery boards
- Nail forms
- Sable brush
- Buffer
- Brush cleaner

SUPPLIES

- Acrylic liquid
- Acrylic powder
- Alcohol
- Towel
- Non-acetone nail polish remover

PROCEDURE

General Relating skills

- Interact with clients/ customers

Cognitive Activities Skills

- Create a finished product (written, oral, practical)

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/clients

1. Sanitize hands of client and manicurist with antiseptic cleaner.

2. Perform mini-manicure.

3. File the natural nail surface lightly.

   NOTE: The rough surface helps the solution to adhere.

4. Remove filings with a nail brush.

   NOTE: Brush away from cuticle, never toward.

5. Apply non-oily antiseptic cleanser to the surface of the nail.

   CAUTION: If this step is left out, client may experience growth of fungus on the natural nail.

6. Apply nail form under the free edge of the natural nail, curving it to the desired shape and using the adhesive backing to hold the form in place.

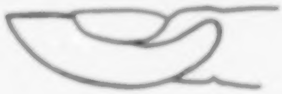


FIGURE 4

7. Put acrylic nail powder in one dish and acrylic liquid in the other dish.

8. Form a ball on the tip of the sable brush by dipping the brush into the liquid and then quickly placing the brush tip into the powder.

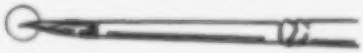


FIGURE 5

9. Place this ball of acrylic on the seamline where the form and the natural nail meet.

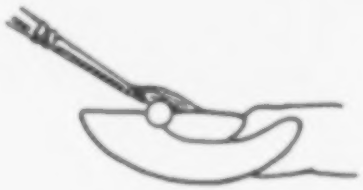


FIGURE 6

10. Form the acrylic material by using pushing, patting and stroking movements until the tip is at the desired length.

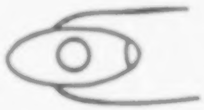


FIGURE 7

11. Place the second ball of acrylic material in the center of the nail.

    NOTE: The second ball of acrylic should have slightly more liquid than the first ball.

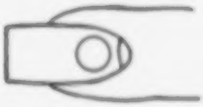


FIGURE 8

12. Mix the third ball of acrylic mixture with very little powder.
13. Place the third ball approximately 1/8-inch from the cuticle.

14. Blend mixture forward without touching the cuticle or nail groove.

FIGURE 9

15. After approximately 90 seconds, remove the nail form.

16. File and shape the nail with an emery board.

FIGURE 10

17. Wash and dry nails.
18. Buff the nail until smooth.
19. Apply basecoat polish and topcoat.
20. Sanitize implements, equipment and hands.
21. Sanitize work area.
22. Have instructor evaluate your work.

JOB SHEET 4 — PERFORMING SCULPTURED NAIL APPLICATION — II

OBJECTIVE 7d

Perform fill-in service.

INTRODUCTION

Nails grow at a rate of approximately 1/8-inch a month. The client will need to return to the manicurist for a fill-in as needed.

IMPLEMENTS AND EQUIPMENT

- Manicure table
- Towel
- Emery boards
- Nail nippers
- Nail brush
- Acrylic nippers
- Sable brush

SUPPLIES

- Antiseptic
- Two containers for liquid and dry acrylic
- Basecoat, polish and topcoat
- Brush cleaner
- Non-acetone polish remover

PROCEDURE

General Relating skills

- Interact with clients/ customers

Cognitive Activities Skills

- Create a finished product

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/clients

1. Remove polish.
2. Remove loose acrylic using acrylic nippers.
3. Lightly file the area to be filled.

   NOTE: Brush off filings before applying antiseptic.
4. Apply antiseptic.
5. Dip the sable brush into the acrylic liquid and then into the powder to form a small ball.
6. Place the ball into the space to be filled.
7. Blend the new acrylic with the sculptured nail.
8. Allow the nail to dry.
9. File and shape the nail with an emery board.
10. Wash and dry the nail.
11. Buff the nail until smooth.
12. Apply basecoat, polish and topcoat.
13. Sanitize implements, equipment and hands.
14. Sanitize work area.
15. Have instructor evaluate your work.

PRACTICAL TEST 1

PERFORMING SCULPTURED NAIL APPLICATION

JOB SHEET 1

Prepare the manicure table for performing sculptured nail application.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Sanitized hands.	_____	_____
2. Disinfected work area.	_____	_____
3. Placed clean towel on manicure table.	_____	_____
4. Arranged dishes for liquid and powdered acrylic, nail brush, emery boards, nail form, sable brush, buffer, acrylic powder, acrylic liquid and brush cleaner for easy access.	_____	_____
5. Sanitized implements, equipment and hands.	_____	_____
6. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Table	4 Clean; professional looking	3	2	1 Unclean; unprofessional looking
Equipment	4 Clean; easy access	3	2	1 Unclean; uneasy access
Implements	4 Clean; easy access	3	2	1 Unclean; uneasy access
Supplies	4 Clean; easy access	3	2	1 Unclean; uneasy access

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

PERFORMING SCULPTURED NAIL APPLICATIONS

II

JOB SHEET 2

Prepare the client for service.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. ____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Greeted client by name.	____	____
2. Directed client to the manicure table.	____	____
3. Seated client in the chair opposite the manicurist.	____	____
4. Consulted with client about exactly what service he or she wanted.	____	____
5. Examined nails and hands carefully.	____	____
6. Discussed with client any irregularities which were observed.	____	____
7. If the nails and hands were healthy, proceeded with mini-manicure.	____	____
8. If evidence of disease or irregularity was found, tactfully discussed observation with client and referred client to a dermatologist.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:	4	3	2	1
Greeting and seating client	Greeted client pleasantly by name, directed client to manicure table			Was unfriendly and did not know client's name, told client to find the table and wait for manicurist
Consultation	Communicated with client thoroughly about what service was expected			Did not ask client but assumed what the client wanted
Examination of hand and nails	Carefully examined both hands and all nails			Forgot to look at hands and nails
Referral of Problems	Tactfully discussed problem and referred client			Was very blunt and refused to work on client
Mini-manicure	Prepared for application of artificial nails			Careless; not ready for application of artificial nails

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process; but is unable to perform job

PRACTICAL TEST 3

PERFORMING SCULPTURED NAIL APPLICATION

II

JOB SHEET 3

Sculpture nails.

Student's name ______________________________ Date ____________

Evaluator's name ______________________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Washed hands of client and manicurist with antiseptic.	_____	_____
2. Performed mini-manicure.	_____	_____
3. Filed the natural nail surface lightly.	_____	_____
4. Removed filings with a nail brush.	_____	_____
5. Applied antiseptic cleanser to nail.	_____	_____
6. Applied nail form.	_____	_____
7. Put acrylic powder in one dish and liquid in the other.		
8. Formed a ball on the tip of the sable brush.	_____	_____
9. Placed ball of acrylic on seamline.	_____	_____
10. Formed acrylic material by using pushing and patting movements.	_____	_____
11. Placed second ball of acrylic in center of nail.	_____	_____
12. Mixed third ball of acrylic with very little powder.		
13. Placed third ball approximately 1/8-inch from cuticle.	_____	_____
14. Blended mixture forward without touching cuticle or nail groove.	_____	_____
15. After approximately 90 seconds, removed nail form.	_____	_____
16. Filed and shaped nail with emery board.	_____	_____
17. Washed and dried nails.	_____	_____
18. Buffed nail until smooth.	_____	_____
19. Applied basecoat, polish and topcoat.	_____	_____

The student:	YES	NO
20. Sanitized implements, equipment and hands.	____	____
21. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:	4	3	2	1
Nail form	Correctly applied nail form, good adherence			Nail form poorly applied to nail, did not adhere
Application of acrylic	Excellent thickness on nail, free edge formed and shaped well			Messy, acrylic not shaped well, some on cuticle
Use of emery board	Filed nail to attractive shape, filed from center to outside edge of nail			Filed nail in both directions, poorly shaped
Buffer	Nails buffed to nice luster			Not enough buffing, nails dull

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Skilled – Is familiar with process; but is unable to perform job

PRACTICAL TEST 4

PERFORMING SCULPTURED NAIL APPLICATION

II

JOB SHEET 4

Perform fill-in service.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Removed polish.	____	____
2. Removed loose acrylic using acrylic nippers.	____	____
3. Lightly filed area to be filled.	____	____
4. Applied antiseptic.	____	____
5. Formed a ball of acrylic liquid and powder.	____	____
6. Placed the ball into the space to be filled.	____	____
7. Blended new acrylic with sculptured nail.	____	____
8. Allowed nail to dry.	____	____
9. Filed and shaped nail with emery board.	____	____
10. Washed and dried nail.	____	____
11. Buffed nail until smooth.	____	____
12. Applied basecoat, polish and topcoat.	____	____
13. Sanitized implements, equipment and hands.	____	____
14. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Nails	4 Prepared thoroughy, removed loose acrylic completely, filed area to be filled	3	2	1 Left polish, did not remove loose acrylic, did not file area to be filled
Antiseptic	4 Covered entire area with antiseptic	3	2	1 Forgot this step
Acrylic	4 Ball formed, placed correctly, new acrylic blended with old acrylic	3	2	1 Messy application of acrylic, poor blending with old acrylic
Filing and Buffing	4 Filing smooth, well shaped, buffed to good luster	3	2	1 Nail poorly filed, poorly shaped, not enough buffing
Basecoat, polish topcoat	4 Correctly applied polish evenly on nail	3	2	1 Messy application, polish on cuticles

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Skilled – Is familiar with process; but is unable to perform job

WRITTEN TEST

PERFORMING SCULPTURED NAIL APPLICATION

II

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with sculptured nail application to their correct definitions. Write the correct letters in the blanks.

____ 1. Part of the nail which grows beyond the finger

____ 2. Artificial nail built on the original nail by using acrylic and a nail form

____ 3. Material used to sculpture the nail and to increase its strength, durability and length

____ 4. Basic nail service excluding soaking and massage

____ 5. Organisms of plant origin that lack chlorophyll; some can cause irritation or disease

____ 6. Small particles resulting from nail being shaped with an emery board

____ 7. Used on nails before the application of artificial nails to combat the growth of fungus and bacteria

a. Acrylic

b. Ammonia

c. Antiseptic

d. Ebony file

e. Filings

f. Fillings

g. Free edge

h. Fungus

i. Mini-manicure

j. Nippers

k. Sculptured nail

OBJECTIVE 2

Match supplies and equipment used in sculptured nail application to their correct descriptions. Write the correct letters in the blanks.

____ 1. Used to clean the sable brush

____ 2. Packaged on a roll; fit under free edge of the nail and wrap around and adhere to the finger to give shape to the artificial nail; used only once

____ 3. Used to prepare the natural nail; also used to shape the artificial nail

____ 4. Substances which work together to make the nail thicker and stronger

____ 5. Teflon coated form which is

applied under the free edge of the nail for shaping the artificial nail

____ 6. Used to keep filings brushed away during shaping of the nail

____ 7. Hold small amounts of liquid and powder acrylic so original containers may be kept closed

____ 8. Small implement used to apply acrylic to the nail

a. Acrylic powder and liquid

b. Brush cleaner

c. Chamois buffer

d. Curing lamps

e. Cuticle nippers

f. Dishes for liquid and powdered acrylic

g. Disposable nail forms

h. Emery board

i. Nail brush

j. Reusable nail forms

k. Sable brush

OBJECTIVE 3

Identify sections of a Material Safety Data Sheet. Write the correct answers in the spaces provided.

1. This section tells what chemicals are found in the product and any hazards of the product, i.e. toxic or poison.

____

2. This section tells the stability of the product and if the product is incompatible with other materials.

____

3. This section gives the name and manufacturer of the product.

____

4. This section tells if any special equipment or facilities such as gloves or ventilation are needed; also informs the consumer of proper storage and handling of the product.

____

5. This section gives a phone number where a product representative can be reached.

____

6. This section tells the effects of overexposure to the product and any first-aid treatments to follow.

____

7. This section gives a general description of the product, its pH, its flash point, extinguishing method and any special fire fighting procedures.

____

OBJECTIVE 4

List three characteristics of different types of nail forms.

Disposable nail forms

1. ______________________________
2. ______________________________
3. ______________________________

Cut-away disposable nail forms

1. ______________________________
2. ______________________________
3. ______________________________

Teflon nail forms

1. ______________________________
2. ______________________________
3. ______________________________

OBJECTIVE 5

Select from a list safety practices to follow when applying sculptured nails. Write an "X" in the blank before each correct answer.

____1. Do not touch the nail after the antiseptic has been applied.

____2. Apply polish over suspicious nail problems so they are not noticeable.

____3. Keep bottles closed tightly and stored in a cool dry place, away from heat.

____4. Examine the client's nails thoroughly before application begins.

____5. Use brush cleaner for sable brush.

____6. Use antiseptic only if there is a visible problem on the nails.

____7. Never apply artificial nails to injured or inflamed fingers.

____8. Use an antiseptic liberally before applying artificial nails.

____9. Use disposable nail forms as many times as possible to save money.

____10. Do not file top surface of nail too deeply or injury may take place.

____11. Sanitize all implements according to State Board of Cosmetology rules and regulations.

NOTICE

The following assignment sheet and job sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 6

Interpret a Material Safety Data Sheet. SCORE ________

OBJECTIVE 7

Demonstrate the ability to

a. Prepare the manicure table for the performance of sculptured nail application. RATING ________

b. Prepare the client for the service. RATING ________

c. Sculpture nails. RATING ________

d. Perform fill-in service. RATING ________

WRITTEN TEST ANSWERS

PERFORMING SCULPTURED NAIL APPLICATION

II

OBJECTIVE 1

1. g
2. k
3. a
4. i
5. h
6. e
7. c

OBJECTIVE 2

1. i
2. f
3. g
4. a
5. j
6. h
7. e
8. k

OBJECTIVE 3

1. Ingredients and hazards
2. Physical hazards
3. Material identification
4. Special protection information
5. Emergency phone number
6. Health hazards
7. Physical and chemical characteristics

OBJECTIVE 4

Answer should include three characteristics of each type of nail form.

Disposable nail forms

- Cost effective
- Need no cleaning
- Guidelines provide help in sculpturing nails

Cut-away disposable nail forms

- Unique shape makes them easy to remove
- Provide snug fit
- Come in sizes small, medium, large and extra large
- Detailed guidelines

Teflon reusable nail forms

- Can be sanitized and reused
- Teflon finish provides ease in removing
- Form is sturdy and gives good support for sculpturing

OBJECTIVE 5

1, 3, 4, 5, 7, 8, 10, 11

OBJECTIVE 6

Refer to the answers to Assignment Sheet 1.

OBJECTIVE 7

Refer to Practical Tests for Job Sheets 1 through 4.

OBJECTIVE SHEET

PERFORMING NAIL TIP APPLICATION

III

INTRODUCTION

The application of artificial nail tips is an excellent choice for a client whose natural nails do not grow as long as desired. There are many treatments to choose from for attaching nail tips and applying tip overlays. In this unit, several of these treatments will be introduced. Practicing these methods will help to insure a good source of income in the future.

UNIT OBJECTIVE

After completing this unit, the student should be able to apply nail tips, apply overlay nails and apply press-on nails. The student will demonstrate these competencies by completing job sheets, practical tests and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

Basic Manicurist

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with performing nail tip application to their correct definitions.
2. Match types of files and file accessories to their correct descriptions.
3. Arrange in order the steps in applying nail tips.
4. List the advantages and disadvantages of different types of nail overlays.
5. Demonstrate the ability to
    a. Apply nail tips. (Job Sheet 1)
    b. Perform nail dipping service. (Job Sheet 2)
    c. Apply fiberglass overlay. (Job Sheet 3)
    d. Perform fill-in service for fiberglass overlay. (Job Sheet 4)
    e. Apply acrylic overlay. (Job Sheet 5)
    f. Perform fill-in service for acrylic overlay. (Job Sheet 6)
    g. Apply press-on nails. (Job Sheet 7)

PREPARATION

- Order videotapes to supplement the unit.
- Invite a professional manicurist to demonstrate the application of nail tips.
- Provide the guest speaker with unit objectives and information sheets before he or she meets with the class.
- Arrange for the use of all audiovisual equipment that will be needed.
- Refer to Unit II, Performing Sculptured Nail Application, Objective 3, for information on Material Safety Data Sheet.
- Refer to Unit II, Performing Sculptured Nail Application, Objective 7b, for information about preparing the client for service.

DELIVERY

Objective 1

- Discuss terms relating to the application of nail tips.
- Show the section of the Origi-Nails videotape which applies to nail tips.

Objective 2

- Display the files, buffers and creams or powders which are used with artificial nails.
- Discuss the use of each file and accessory.

Objective 3

- Have a professional manicurist demonstrate for the class the application of nail tips.

Objective 4

- Divide the class into small groups. Have each group discuss with the class how different overlays are applied (Supplements 1 through 5 and Job Sheets 3 through 6). As part of the group presentation, have students discuss the advantages and disadvantages of each overlay (Information Sheet, Objective 4).

  NOTE: Light-cured gel overlay is covered in Unit V, Performing Gel Nail Sculpture, Job Sheet 1.

APPLICATION

Objective 5

- Have students complete Job Sheets 1 through 7.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheet.

- Evaluate students on process evaluation.

  NOTE: Students must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate students on product evaluation.
- Rate students on the criteria listed.
- Tell students they may re-submit a product for evaluation until they are able to demonstrate mastery.
- Assign review material as needed.
- Reteach and retest if necessary.
- Counsel students individually on practical test results and explain the evaluator comments.

Written test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on job sheet activities if not previously done.

- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

- *Nail Extension*, training video from Origi-Nails.

  NOTE: This video is available to Oklahoma teachers on a free-loan basis. Teachers may order the video from the Media Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Ave., Stillwater, Oklahoma 74074. Out-of-state teachers may order the video from Origi-Nails, P.O. Box 300628, Arlington, Texas 76010-9628, or by calling 1-800-433-5303.

UNIT REFERENCES

Audiovisual Material

- Cimalgia, Alice. *The Art and Science of Manicuring*. Bronx, New York: Milady Publishing Company, 3839 White Plains road, 10467-5394, 1988
- Kibbe, Constance V. *Standard Textbook of Cosmetology*. Bronx, New York: Milady Publishing Company, 1988.
- *Milady's Van Dean Manual*. Bronx, New York: Milady Publishing Company, 1990.
- *The Prentice-Hall Textbook of Cosmetology, A Professional Guide to the Theory and Practice of Beauty Culture*. Englewood Cliffs, New Jersey 07632: Prentice Hall, Inc., 1984.
- Soressi, Dorothy McKinley. *Guide to Manicuring and Nail Sculpturing, Workbook*. New York, New York: Keystone Publications, Inc., 1990.
- Summers, Jackie and Arlene Tobin. "Beauty Systems - Your All-Client Nail and Skin Care Guide." *Modern Salon*, April 1987, p. 82.
- Taylor, Tammy. *Guide to Manicuring and Nail Sculpturing*. New York, New York: Keystone Publications, Inc., 1990.

PRETEST ANSWERS

PERFORMING NAIL TIP APPLICATION

III

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

OBJECTIVES 1-4

Objective	Question
1	1, 2, 3, 4, 5
2	6, 7, 8
3	9, 10, 11
4	12, 13

ANSWER KEY

1. c
2. b
3. a
4. c
5. c
6. a
7. d
8. a
9. a
10. b
11. a
12. d
13. c

OBJECTIVE 5

Refer to Practical Tests for Job Sheets 1 through 7.

PRETEST

PERFORMING NAIL TIP APPLICATION

III

NAME ______________________ SCORE ________

DIRECTIONS

Circle the correct answers below.

1. The place where the nail tip and natural nail meet:

a. cuticle	c. seamline
b. chamois	d. bonding

2. The product used to solidify fiberglass glue quickly

a. acrylic	c. mesh
b. accelerator	d. grit

3. A treatment used to prepare the natural nail for the application of a nail tip:

a. etching	d. adherence
b. lifting	e. fiberglass

4. Applied to the surface of the nail after the tip has been glued in place:

a. three-sided file	c. overlay
b. abrasive	d. catalyst

5. Results when an artificial nail separates from the natural nail:

a. peeling	c. lifting
b. chipping	d. etching

6. Used with powder or paste for buffing:

a. chamois buffer	c. foam emery board
b. coarse grit file	d. grit

7. Sponge covered with abrasive paper:

a. three-way shiner	c. chamois buffer
b. foam emery board	d. filing block

8. File used to shape artificial nails:
   - a. coarse grit file
   - b. filing block
   - c. three-way shiner
   - d. foam emery board

9. The place where the artificial tip should fit the natural nail:
   - a. free edge corners
   - b. cuticle
   - c. nail bed
   - d. fingertip

10. The area where glue should be applied on the artificial nail tip:
   - a. free edge
   - b. indentation
   - c. nail bed
   - d. cuticle

11. One advantage of using light-cured gel overlays:
   - a. very smooth
   - b. noticeable
   - c. lifting
   - d. thicker than silk seamline

12. A disadvantage of acrylic overlay:
   - a. lasting
   - b. strong
   - c. hard finish
   - d. requires skill in sculpturing

13. A disadvantage of silk overlays is:
   - a. catalyst burns
   - b. popping off
   - c. builds up quickly
   - d. self leveling

NOTICE In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective.

OBJECTIVE 5

Demonstrate the ability to

a. Apply nail tips. RATING ________

b. Perform nail dipping service. RATING ________

c. Apply fiberglass overlay. RATING ________

d. Perform fill-in service for fiberglass overlay. RATING ________

e. Apply acrylic overlay. RATING ________

f. Perform fill-in service for acrylic overlay. RATING ________

g. Apply press-on nails. RATING ________

INFORMATION SHEET

PERFORMING NAIL TIP APPLICATION

III

OBJECTIVE 1

Match terms associated with performing nail tip application to their correct definitions.

- **Accelerator or catalyst**—the product used to solidify fiberglass glue quickly
- **Etch**—a treatment used to remove the oil from the natural nail; makes it possible for glue to adhere better to the nail.
- **Fiberglass glue**—substance used over fiberglass mesh to add strength to nails and tips
- **Fiberglass mesh**—a product used as an overlay with nail tips to strengthen nails and make them flexible
- **Grit**—a measurement of the abrasiveness of a file or buffer

  EXAMPLE: 100 grit is more abrasive than 180 grit.
- **Lifting**—a problem which happens when an artificial nail starts to separate from the natural nail
- **Overlay**—any number of substances which add strength to the nail; applied to the surface of the nail after the tip has been glued in place

  EXAMPLES: Acrylic, fiberglass, silk, linen, gel
- **Ridge or seamline**—the place where the nail tip and the natural nail meet

OBJECTIVE 2

Match types of files and file accessories to their correct descriptions.

INTRODUCTION

In filing the natural nail, the manicurist must file from the outer edge of nail to the center. This keeps the nail from being harmed. Artificial nails may be filed in both directions without being harmed. Following are various types of files and accessories to be used with artificial nails.

NOTE: The grit number indicates the degree of abrasion. In general, the lower numbers are more abrasive and the higher numbers are finer.

- **Chamois buffer**—used with paste or powder to bring nail to a high luster

- **Paste or powder polish** – used as an abrasive with buffer; helps bring nails to a high gloss
- **Three-way shiner** – used in place of a chamois; provides three degrees of abrasiveness on one file
- **Filing block** – a block of sponge covered with abrasive paper on two to four sides; often used with oil in buffing nails
- **Coarse grit file** – very abrasive file for use in shaping artificial nails
- **Fine grit file** – finer file used to smooth the top of artificial nails
- **Foam emery board** – foam between files keeps heat from building up while filing

NOTE: Files and file accessories come in a large variety of colors, shapes and degrees of abrasiveness. Through trial and error the manicurist will find the ones which suit his or her needs.

OBJECTIVE 3

Arrange in order the steps in applying nail tips.

1. Both client and manicurist wash hands thoroughly with an antiseptic cleaner.
2. Perform a mini-manicure.
3. Select a nail tip which best fits the natural nail.

NOTE: If nail tips do not fit natural nail at free edge, choose a tip which is larger than the natural nail and file it to fit.

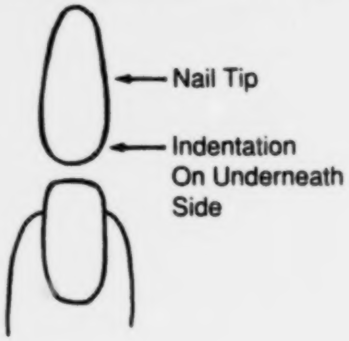


FIGURE 1

4. Lightly etch the surface of the natural nail with a fine grit file.

   NOTE: This helps in bonding.

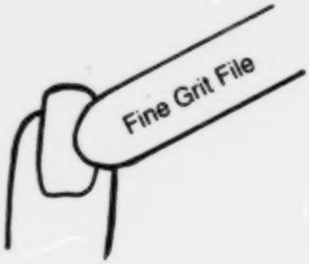

Fine Grit File

FIGURE 2

5. File indentation of tip on underside.

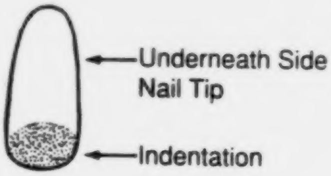

Underneath Side
Nail Tip
Indentation

FIGURE 3

6. Sterilize the natural nail with an antiseptic.

7. Apply glue to indentation of the nail tip.

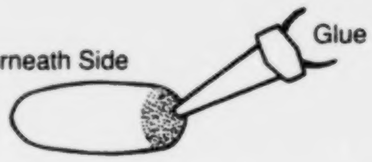


FIGURE 4

8. Catch the free edge of the natural nail.

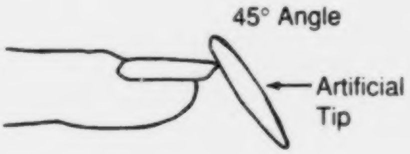


FIGURE 5

9. Holding nail tip at a 45° angle, "rock" the tip onto the natural nail.

10. Hold for 3 to 5 seconds to dry.

11. If white spots occur under the tip, remove the tip with glue remover and reapply.

    CAUTION: White spots indicate that the tip has not been applied correctly. Bacteria and fungus can grow between the artificial nail and the nail tip where white spots occur.

12. Make 2 cuts on the nail tip with large clippers.

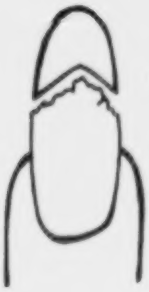


FIGURE 6

13. With a coarse grit file, shape the tip.

14. Using a foam emery board, file the nail tip at the seamline until the surface of the nail is smooth.

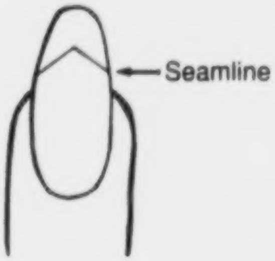


FIGURE 7

15. Remove dust from nail.

16. Choose an overlay treatment and proceed to finish the nail.

OBJECTIVE 4

List advantages and disadvantages of different types of nail tip overlays. (Supplements 1 through 5)

There are many choices of nail tip overlays. There are advantages and disadvantages for each type. The choice is usually based on the supplies available, the cost of supplies and the degree of expertise of the manicurist. Following are types of overlays and their advantages and disadvantages. In each case, the tip must be properly applied before the overlay process begins.

Linen

Advantages

- Very strong
- Durable
- Fibrous
- Thicker than silk

Disadvantages

- Some problems with lifting, breaking and peeling
- Requires much skill to apply

Acrylic

Advantages

- Strong
- Lasting

Disadvantage

- Requires skill in nail sculpturing

Fiberglass mesh

Advantages

- Very hard finish
- Needs no etching
- Helps prevent fungus and mold
- Usually natural looking results

Disadvantages

- Catalyst may burn skin
- Catalyst must be sprayed on nail only
- Much skill required for application

Fiberglass glue	Advantage • Simpler procedure than catalyst fiberglass mesh Disadvantage • Not nearly so strong as fiberglass mesh
Silk	Advantages • Thin but strong • Durable • Usually more natural due to its texture Disadvantages • Silk must be maintained every two weeks • Silk builds up and must be removed frequently
Light-cured gel	Advantages • More flexible than other treatments • Filings do not become airborne, therefore safer • Self leveling • Not much filing • Very smooth Disadvantage • Improper curing can cause breaking, lifting and popping off
Lightless gel	Advantage • Very easy to apply Disadvantage • Not as strong as other overlays

CLIENT PREPARATION

Since clients are the lifeblood of the salon and because the beauty business thrives on repeat customers, the manicurist needs to gather as much information as possible to diagnose proper treatment.

To collect information about clients, keep a file card on all clients including any special diet, medications they are taking (some side effects of prescription drugs are weak and brittle nails) and any skin disorders they have.

Once the card is completed, be sure to give a complete visual consultation before beginning service. Watch for bumps, warts, rashes, fungi and mold-some of which can be very contagious. It is better to be safe than sorry, and some of these conditions may need to be seen by a physician.

To help prevent the the spreading of contagious diseases, both the manicurist and the client should thoroughly wash and scrub their hands before the consultation. Even if clients washed their hands before coming to the salon, they were exposed to many organisms on doorknobs, steering wheels, money, etc.

As a manicurist, you should scrub before and after each client-no exception! Use a soap that is medically safe against bacteria, viruses and fungi.

Being scrupulously clean gives clients confidence in you. This in itself will reap a harvest of return customers.

NOTE: This information is pertinent to all chemical applications to nails.

LINEN OVERLAY WITH ARTIFICIAL TIPS

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

- Block buffer
- Coarse grit file
- Fine grit file
- Three-way shiner

SUPPLIES

- Linen
- Acetone/glue remover
- Glue
- Tips

PROCEDURE

1. Remove polish.
2. Apply nail tips (refer to directions from Information Sheet, Objective 3).
3. Apply glue to surface of nail.
4. Allow glue to dry.
5. Cut linen strip.
6. Place a drop of glue on the center of the nail and spread over surface of nail.
7. Apply strip of linen to nail.
8. Press linen down with orange stick.
9. Remove excess fabric with scissors.
10. Leave 1/8" excess on free edge.
11. Cut linen leaving a space of 1/32" between linen and cuticle, and linen and nail groove.

12. Place two drops of glue on the top of linen and spread over nail.

    NOTE: This will fill in the fabric and smooth the texture.

13. Allow glue to dry completely.

14. File off overlapping linen from free edge.

15. Buff until smooth.

16. Apply one more coat of glue to entire nail.

17. Allow nail to dry for 5 minutes.

18. Buff with extra fine file until smooth.

19. Apply polish if desired.

20. Sanitize implements, equipment and hands.

21. Sanitize work area.

22. Have instructor evaluate your work.

GLUE OVERLAY WITH ARTIFICIAL TIPS

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

- Foam emery board

SUPPLIES

- Glue
- Tips

PROCEDURE

1. Remove polish.
2. Apply nail tips (refer to directions from Information Sheet, Objective 3).
3. Using a foam emery board, file the tip at the seamline where nail tip and natural nail meet.
4. Leave dust on nail.
5. Apply glue over dust.

   NOTE: The dust acts as filler.
6. File the seamline.
7. Continue applying glue until the seamline no longer shows.
8. Buff the entire nail.
9. Apply polish if desired.
10. Sanitize implements, equipment and hands.
11. Sanitize work area.
12. Have instructor evaluate your work.

SILK OVERLAY WITH ARTIFICIAL TIPS

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

SUPPLIES

- Nail tips
- Glue
- Silk strips

PROCEDURE

1. Remove polish.
2. Apply nail tips (refer to directions from Information Sheet, Objective 3).
3. Apply glue to surface of nail.
4. Let dry.
5. Cut silk strip to fit nail.
6. Apply glue to center of nail.
7. Place silk on nail leaving 1/8" over free edge.
8. Apply glue over entire surface.
9. Push silk onto nail with orange stick.
10. Pull silk over free edge.
11. Remove silk from free edge by filing downward.
12. Buff to a luster.
13. Apply polish if desired.
14. Sanitize implements, equipment and hands.
15. Sanitize work area.
16. Have instructor evaluate your work.

SILK OVERLAY FILL-IN

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

SUPPLIES

- Block buffer
- Fine grit file
- Acetone/glue remover
- Glue
- Silk strips
- Tips
- Three-way shiner

PROCEDURE

1. Remove polish with non-acetone remover.
2. If nails are cracked or broken, remove the silk and replace with new silk.

   NOTE: If tip is damaged, remove it and replace the tip as described in Information Sheet, Objective 3.
3. File silk until surface is even with natural nail.
4. Apply new silk over all nails using directions in Supplement 3 (numbers 3-12).
5. Buff to a luster.
6. Apply polish if desired.
7. Sanitize implements, equipment and hands.
8. Sanitize work area.
9. Have instructor evaluate your work.

LIGHTLESS GEL OVERLAY WITH ARTIFICIAL TIPS

INTRODUCTION

This is a very quick, easy overlay. It works well for clients who have strong nails but need some repairs done.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

SUPPLIES

- Buffer
- Activator
- Tips
- Lightless gel

PROCEDURE

1. Apply tips (Refer to directions from Information Sheet, Objective 3).
2. Apply gel over nail keeping it away from the cuticle.
3. Brush on activator.
4. Allow activator to dry for 20 seconds.
5. Repeat application of activator.
6. File nails to desired shape.
7. Buff.
8. Apply polish if desired.
9. Sanitize implements, equipment and hands.
10. Sanitize work area.
11. Have instructor evaluate your work.

JOB SHEET 1

PERFORMING NAIL TIP APPLICATION

III

OBJECTIVE 5a

Apply nail tips.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

- Foam emery board
- Fine grit file

SUPPLIES

- Glue
- Tips

PROCEDURE

1. Both client and manicurist sanitize hands thoroughly with an antiseptic.
2. Perform a mini-manicure.
3. Select a nail tip which best fits natural nail.

   NOTE: If nail tips do not fit natural nail at free edge, choose tip which is larger than the natural nail and file it to fit.

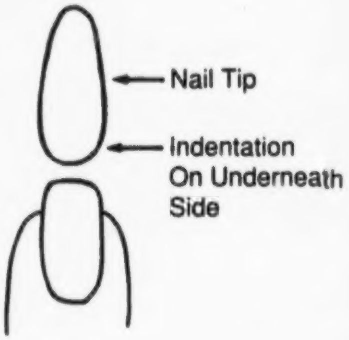


FIGURE 8

General Relating Skills

- Interact with clients/customers
- Create a finished product

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/ clients

4. Lightly etch the surface of the natural nail with a fine grit file.

   NOTE: This helps in bonding.

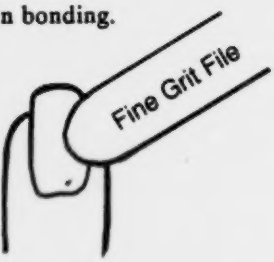

Fine Grit File

FIGURE 9

5. File indentation of tip on underside.
6. Sterilize the natural nail with an antiseptic.

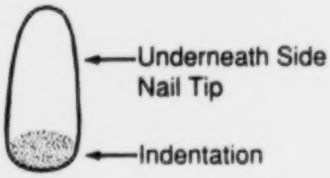

Underneath Side
Nail Tip
Indentation

FIGURE 10

7. Apply glue to indentation of the nail tip.

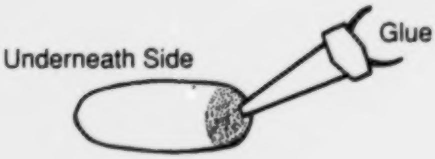

Underneath Side
Glue

FIGURE 11

8. Catch the free edge of the natural nail.

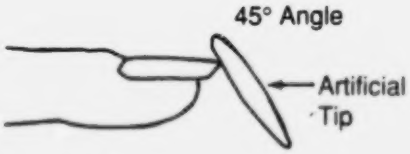


FIGURE 12

9. Holding nail tip at a 45° angle, "rock" the tip onto the natural nail.

10. Hold for 3 to 5 seconds to dry.

11. If white spots occur under the tip, remove the tip with glue remover and reapply.

    CAUTION: White spots indicate that the tip has not been applied correctly. Bacteria and fungus can grow between the artificial nail and the nail tip where white spots occur.

12. Make 2 cuts on the nail tip with large clippers.

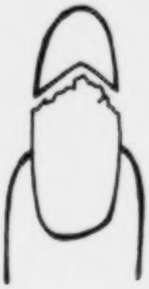


FIGURE 13

13. With a coarse grit file, shape the tip.

14. Using a foam emery board, file the nail tip at the seamline until the surface of the nail is smooth.

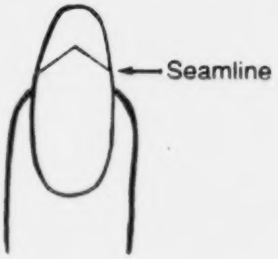


FIGURE 14

15. Remove dust from nail.

16. Choose an overlay treatment and proceed to finish the nail.

17. Sanitize implements, equipment and hands.

18. Sanitize work area.

19. Have instructor evaluate your work.

JOB SHEET 2

PERFORMING NAIL TIP APPLICATION

III

OBJECTIVE 5b

Perform nail dipping service.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

SUPPLIES

- Antiseptic solution
- Acrylic dipping powder

CAUTION: Dipping powder may not be reused. It must be changed after each service. This is a sanitation and safety measure for the public.

PROCEDURE

1. Remove polish.
2. Apply antiseptic to entire nail.
3. Use buffer to remove oil.
4. Apply nail tip. (See Information Sheet, Objective 3)
5. Apply antiseptic to entire nail.
6. Brush adhesive on nail.
7. Immediately dip entire nail into acrylic dipping powder.
8. Leave nail in powder for 5 seconds.
9. Brush off extra powder.
10. File lightly.
11. Buff until entire nail is smooth.
12. Wash with soap and water.
13. Polish if desired.
14. Sanitize implements, equipment and hands.
15. Sanitize work area.
16. Have instructor evaluate your work.

General Relating Skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/ clients

JOB SHEET 3 — PERFORMING NAIL TIP APPLICATION — III

OBJECTIVE 5c

Apply fiberglass overlay.

IMPLEMENTS AND EQUIPMENT

Basic manicure set up plus the following:

SUPPLIES

- Coarse grit file
- Chamois
- Nail tips
- Fiberglass glue
- Fiberglass catalyst
- Fiberglass mesh
- Sharp small scissors

PROCEDURE

General Relating Skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product

1. Both client and manicurist sanitize hands thoroughly with antiseptic cleaner.
2. Perform a mini-manicure. (Refer to Information Sheet, Objective 1)
3. Cut fiberglass self-adhesive mesh.
4. Apply fiberglass horizontally across seamline.
5. Trim fiberglass to fit the nail about 1/16" from the edges.
6. Leave 1/8" over the free edge of the nail.
7. Apply glue until mesh is transparent.
8. Spray catalyst once.
9. Cut another fiberglass strip to fit nail vertically to make nail flexible.
10. Apply self-adhesive fiberglass to nail.
11. Trim fiberglass to fit nail vertically.
12. Apply glue until mesh is transparent.
13. Spray catalyst once.

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/ clients

14. Apply glue.
15. Spray catalyst.
16. Buff the nail.

    NOTE: If during the filing you file into the mesh, apply glue to the spot and spray with catalyst. Then continue to buff.

17. Apply polish if desired.
18. Sanitize implements, equipment and hands.
19. Sanitize work area.
20. Have instructor evaluate your work.

OBJECTIVE 5d

Perform fill-in service for fiberglass overlay.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

SUPPLIES

- Fine grit file
- Fiberglass glue
- Fiberglass catalyst
- Fiberglass strips
- Acetone glue remover

PROCEDURE

1. Both client and manicurist sanitize hands thoroughly with an antiseptic cleaner.
2. Remove polish.
3. Remove any loose fiberglass.

   NOTE: If nails have breaks, remove fiberglass with acetone glue remover and apply new tip. (See Information Sheet, Objective 3.) Every other fill-in apply small piece of fiberglass mesh to refill area only.
4. File nails with fine grit file.
5. Etch nail surface.
6. Apply glue to regrowth area.
7. Spray with catalyst 6-8 inches from nail. Use one spray.
8. Apply second coat of glue just past previously glued area.
9. Spray catalyst.
10. File to make smooth.
11. Buff to a luster.
12. Polish if desired.
13. Sanitize implements, equipment and hands.

General Relating Skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/ clients

14. Sanitize work area.
15. Have instructor evaluate your work.

JOB SHEET 5 — PERFORMING NAIL TIP APPLICATION — III

OBJECTIVE 5e

Apply acrylic overlay.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

- Sable brush
- Three-sided buffer

SUPPLIES

- Acrylic liquid
- Acrylic powder

PROCEDURE

1. Apply nail tip (refer to Information Sheet, Objective 3, or Job Sheet 1 of this unit).
2. Dip sable brush into acrylic liquid.
3. Quickly dip brush into acrylic powder, forming a ball at the end of the brush.
4. Place ball on center of nail.
5. Push, pat and stroke the ball, smoothing it over entire nail.
6. Form a second ball of liquid and powder, using more liquid than first ball.
7. Apply second ball behind first one.
8. Push and pat to blend.
9. Form third ball with even more liquid than the second ball.
10. Place third ball behind second ball, not touching cuticle or sides of nail.
11. Place the last ball over the ridge or "stress" point where nail and tip meet.
12. Allow to dry thoroughly.
13. Buff with file until smooth.
14. Bring nail to luster with three-sided buffer.
15. Apply polish if desired.

General Relating Skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/ clients

16. Sanitize implements, equipment and hands.

17. Sanitize work area.

18. Have instructor evaluate your work.

JOB SHEET 6 — PERFORMING NAIL TIPS APPLICATION — III

OBJECTIVE 5f

Perform fill-in service for acrylic overlay.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

SUPPLIES

- Acrylic liquid
- Sable brush
- Acrylic powder
- Coarse grit file

PROCEDURE

1. Remove polish.
2. Prepare cracks or breaks by filing.
3. Smooth surface of nail to make acrylic even with natural nail.
4. Using sable brush, make an acrylic ball by dipping brush into liquid acrylic and then into powder.
5. Apply ball to new growth area.
6. Use another ball of acrylic liquid and powder on the ridge area.
7. File and buff to a luster.
8. Apply polish if desired.
9. Sanitize implements, equipment and hands.
10. Sanitize work area.
11. Have instructor evaluate your work.

General Relating Skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/ clients

JOB SHEET 7 — PERFORMING NAIL TIP APPLICATION — III

OBJECTIVE 5g Apply press-on nails.

IMPLEMENTS AND EQUIPMENT Basic manicure set-up plus the following:

SUPPLIES

- Artificial nails
- Glue
- Glue remover

PROCEDURE

1. Give mini-manicure.
2. Etch natural nail.
3. Select the nail to fit the finger.
4. File the nail to fit if needed.
5. Apply glue to the sides of the natural nail.
6. Apply glue to the artificial nail, except for tip.
7. Allow glue to dry thoroughly.
8. Press the artificial nail to the natural nail and hold for one minute.
9. Apply polish if desired.
10. Sanitize implements, equipment and hands.
11. Sanitize work area.
12. Have instructor evaluate your work.

General Relating Skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/ clients

PRACTICAL TEST 1

PERFORMING NAIL TIP APPLICATION

III

JOB SHEET 1

Apply nail tips.

Student's name ____________________________ Date ____________

Evaluator's name ____________________________ Attempt no. ______

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Both client and manicurist sanitized hands thoroughly with an antiseptic.	_____	_____
2. Performed a mini-manicure.	_____	_____
3. Selected nail tip.	_____	_____
4. Lightly etched surface of natural nail.	_____	_____
5. Filed indentation of tip.	_____	_____
6. Sterilized the natural nail with an antiseptic.	_____	_____
7. Applied glue to indentation of tip.	_____	_____
8. Caught the free edge of the natural nail.	_____	_____
9. Held nail tip at 45° angle and "rocked" it onto the natural nail.	_____	_____
10. Held tip onto nail for 3 to 5 seconds.	_____	_____
11. Removed nail tip if white spots showed through nail tip.	_____	_____
12. Made two cuts on tip.	_____	_____
13. With coarse grit file, shaped the tip.	_____	_____
14. Filed nail tip at seamline.	_____	_____
15. Removed dust.	_____	_____
16. Chose overlay treatment.	_____	_____
17. Sanitized implements, equipment and hands.	_____	_____
18. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the ollowing criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:	4	3	2	1
Nail tip	Correct size, fit from corner to corner			Poor selection, nail not wide enough
Position	Positioned correctly			Applied incorrectly, crooked
Filing	Seamline very smooth, cannot be seen			Seamline obvious, not smooth
Shape of tip	Applicable for client, even and smooth			Not suited for client, very uneven

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" on the following page.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

JOB SHEET 2

Perform nail dipping service.

Student's name ____________________ Date __________

Evaluator's name ____________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Removed polish.	_____	_____
2. Applied antiseptic.	_____	_____
3. Buffed.	_____	_____
4. Applied nail tip.	_____	_____
5. Applied antiseptic.	_____	_____
6. Brushed adhesive on to nail.	_____	_____
7. Dipped nail into powder.	_____	_____
8. Left nail in powder for 5 seconds.	_____	_____
9. Brushed off powder.	_____	_____
10. Filed lightly.	_____	_____
11. Buffed.	_____	_____
12. Washed with soap and water.	_____	_____
13. Applied polish if desired.	_____	_____
14. Sanitized implements, equipment and hands.	_____	_____
15. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Finished nail	Smooth, no powder visible			Very grainy, powder left on nail

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

JOB SHEET 3

Apply fiberglass overlay.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Both client and manicurist sanitized hands thoroughly with antiseptic cleaner.	_____	_____
2. Performed a mini-manicure.	_____	_____
3. Cut fiberglass self-adhesive mesh.	_____	_____
4. Applied fiberglass horizontally across seamline.	_____	_____
5. Trimmed fiberglass to fit the nail.	_____	_____
6. Left 1/8" of fiberglass over the free edge of the nail.	_____	_____
7. Applied glue until mesh was transparent.	_____	_____
8. Sprayed catalyst once.	_____	_____
9. Cut another fiberglass strip to fit nail vertically to make nail flexible.	_____	_____
10. Applied self-adhesive fiberglass to nail.	_____	_____
11. Trimmed fiberglass to fit nail vertically.	_____	_____
12. Applied glue until mesh was transparent.	_____	_____
13. Sprayed catalyst once.	_____	_____
14. Applied glue.	_____	_____
15. Sprayed catalyst.	_____	_____
16. Buffed the nail.	_____	_____
17. Applied polish if desired.	_____	_____
18. Sanitized implements, equipment and hands.	_____	_____
19. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Nail tip	4 Blended in with natural nail	3	2	1 Obvious seamline
Fiberglass mess	4 Completely transparent	3	2	1 Spots of mesh showing on finished nail surface
Final product	4 Nail very smooth to touch and sight	3	2	1 Mesh showing, nail rough

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" on the following page.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

JOB SHEET 4

Perform fill-in service for fiberglass overlay.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Both client and manicurist sanitized hands thoroughly with antiseptic cleaner.	_____	_____
2. Removed polish.	_____	_____
3. Removed loose fiberglass.	_____	_____
4. Filed nail surface with fine grit file.	_____	_____
5. Etched nail surface.	_____	_____
6. Applied glue.	_____	_____
7. Sprayed catalyst.	_____	_____
8. Filed to make smooth.	_____	_____
9. Buffed to a luster.	_____	_____
10. Polished if desired.	_____	_____
11. Sanitized implements, equipment and hands.	_____	_____
12. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Nail tips	4 Free edge evenly shaped	3	2	1 Poor shape, nail not filed
Nail surface	4 Filed and buffed to a luster	3	2	1 Surface of nail uneven, not buffed

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

JOB SHEET 5

Apply acrylic overlay.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Applied nail tip as in Job Sheet 5.	_____	_____
2. Dipped sable brush into acrylic liquid.	_____	_____
3. Quickly dipped brush into acrylic powder to form a ball.	_____	_____
4. Placed ball on center of nail.	_____	_____
5. Pushed, patted and stroked ball until smooth.	_____	_____
6. Formed second ball of liquid and powder, using more liquid than first ball.	_____	_____
7. Applied second ball behind first one.	_____	_____
8. Pushed, patted and stroked to blend.	_____	_____
9. Formed third ball with more liquid than second ball.	_____	_____
10. Applied third ball.	_____	_____
11. Formed fourth ball with more liquid than third ball.	_____	_____
12. Applied fourth ball to "stress" area.	_____	_____
13. Allowed to dry.	_____	_____
14. Buffed.	_____	_____
15. Polished if desired.	_____	_____
16. Sanitized implements, equipment and hands.	_____	_____
17. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Shape of nail tip	4 Tip evenly shaped	3	2	1 Uneven and ragged
Application of overlay	4 Not touching cuticle or sides of nail	3	2	1 Touching cuticle and side of nail
Buffing	4 Nail is smooth, even , natural looking and dull	3	2	1 Nail has obvious ridges, surface rough

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

PRACTICAL TEST 6 — PERFORMING NAIL TIP APPLICATION — III

JOB SHEET 6

Perform fill-in service for acrylic overlay.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Removed polish.	____	____
2. Prepared cracks or breaks by filing with a coarse grit fill.	____	____
3. Smoothed surface.	____	____
4. Used a sable brush to make an acrylic ball by dipping brush into liquid acrylic and then into powder.	____	____
5. Applied ball to new growth area.	____	____
6. Applied another ball of acrylic to ridge area.	____	____
7. Filed and buffed to a luster.	____	____
8. Applied polish if desired.	____	____
9. Sanitized implements, equipment and hands.	____	____
10. Sanitized work area.	____	____
TOTAL	____	____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
New growth filled in	4 No sign of new growth	3	2	1 New growth area not covered
Finished nail	4 Smooth and buffed to a luster	3	2	1 New fill-in can be seen; surface very bumpy

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

PRACTICAL TEST 7

PERFORMING NAIL TIP APPLICATION

III

JOB SHEET 7

Apply press-on nails.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Gave mini-manicure.	_____	_____
2. Etched natural nail.	_____	_____
3. Selected nails to fit.	_____	_____
4. Filed nail.	_____	_____
5. Applied adhesive substance to sides of natural nail.	_____	_____
6. Applied adhesive substance to artificial nail except for tip.	_____	_____
7. Allowed glue to dry.	_____	_____
8. Pressed artificial nail onto finger.	_____	_____
9. Held for one minute.	_____	_____
10. Applied polish if desired.	_____	_____
11. Sanitized implements, equipment and hands.	_____	_____
12. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:	4	3	2	1
Finished nails	Positioned correctly, shaped well for client's hand			Nails crooked; nails not correct length for client's hand

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

WRITTEN TEST

PERFORMING NAIL TIP APPLICATION

III

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with performing nail tip application to their correct definitions. Write the correct letters in the blanks.

___ 1. The substance used over fiberglass mesh to add strength to nails and tips

___ 2. The place where the nail tip and the natural nail meet

___ 3. A problem which happens when an artificial nail starts to separate from the natural nail

___ 4. A measurement of the abrasiveness of a file or buffer

___ 5. The product used to solidify fiberglass glue quickly

___ 6. A product used as an overlay with nail tips to strengthen nails

___ 7. Any number of substances which add strength to the nail; applied to the surface of the nail after the tip has been glued in place

___ 8. A treatment used to remove the oil from the natural nail; makes it possible for glue to adhere better to the nail

a. Overlay

b. Filing block

c. Chamois

d. Fiberglass mesh

e. Ridge or seamline

f. Fiberglass glue

g. Etch

h. Accelerator or catalyst

i. Grit

j. Lifting

k. Foam board

OBJECTIVE 2

Match types of files and file accessories to their correct descriptions. Write the correct letters in the blanks.

____ 1. The design of this file keeps heat from building up while filing

____ 2. Used as an abrasive with buffer; helps bring nails to a high gloss

____ 3. Used in place of a chamois; provides varying 3 degrees of abrasiveness on one file

____ 4. Used with paste or powder to bring nail to a high luster

____ 5. Very abrasive file for use in shaping artificial nails

____ 6. Sponge covered with abrasive paper on two to four sides; often board used with oil in buffing nails

____ 7. File used to smooth the top of artificial nails

a. Foam emery board

b. Pumice stone

c. Chamois buffer

d. Coarse grit file

e. Orangewood stick

f. Filing block

g. Small emery

h. Three-way shiner

i. Fine grit file

j. Paste or powder polish

OBJECTIVE 3

Arrange in order the steps in applying nail tips. Write a "1" in front of the first step, a "2" in front of the second, and so on.

____ Remove dust from nail.

____ Apply glue to the indentation of the nail tip.

____ Select a nail tip which best fits the natural nail.

____ Both client and manicurist wash hands thoroughly with an antiseptic cleaner.

____ With a coarse grit file, shape the tip.

____ Hold for 3 to 5 seconds to dry.

____ File indentation of tip on underside.

____ Sterilize the natural nail with an antiseptic.

____ Holding nail tip at a 45° angle, "rock" the tip onto the natural nail.

____ Make two cuts on the nail tip with large clippers.

____ Lightly etch the surface of the natural nail with a fine grit file.

____ Choose an overlay treatment and proceed to finish nail.

____ If white spots occur under the tip, remove the tip with glue remover and reapply.

____ Catch the free edge of the natural nail.

____ Using a foam emery board, file the nail tip at the seamline until the surface of the nail is smooth.

____ Perform a mini-manicure.

OBJECTIVE 4 **List one advantage and one disadvantage for each of the following types of overlays:**

1. Linen
Advantage ______________________________
____
Disadvantage ___________________________
____

2. Acrylic
Advantage ______________________________
____
Disadvantage ___________________________
____

3. Fiberglass mesh
Advantage ______________________________
____
Disadvantage ___________________________
____

4. Fiberglass glue and catalyst
Advantage ______________________________
____
Disadvantage ___________________________
____

5. Silk
Advantage ______________________________
____
Disadvantage ___________________________
____

6. Light-cured gel Advantage ______________________________

____

Disadvantage ______________________________

____

7. Lightless gel Advantage ______________________________

____

Disadvantage ______________________________

____

NOTICE The following job sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 5 **Demonstrate the ability to**

a. Apply nail tips. RATING ________

b. Perform nail dipping service. RATING ________

c. Apply fiberglass overlay. RATING ________

d. Perform fill-in service for fiberglass overlay. RATING ________

e. Apply acrylic overlay. RATING ________

f. Perform fill-in service for acrylic overlay. RATING ________

g. Apply press-on nails. RATING ________

OBJECTIVE 1

1. f
2. e
3. j
4. i
5. h
6. d
7. a
8. g

OBJECTIVE 2

1. a
2. j
3. h
4. c
5. d
6. f
7. i

OBJECTIVE 3

15, 7, 3, 1, 13, 10, 5, 6, 9, 12, 4, 16, 11, 8, 14, 2

OBJECTIVE 4

Answers should include one of each of the following advantages and disadvantages:

Linen

Advantages

- Very strong
- Durable
- Fibrous
- Thicker than silk

Disadvantages

- Some problems with lifting, breaking and peeling
- Requires much skill to apply

Acrylic	Advantages • Strong • Lasting Disadvantage • Requires skill in nail sculpturing
Fiberglass mesh	Advantages • Very hard finish • Needs no etching • Helps prevent fungus and mold • Usually natural looking results Disadvantages • Catalyst may burn skin • Catalyst must be sprayed on nail only • Much skill required for application
Fiberglass glue and catalyst	Advantage • Simpler procedure than fiberglass mesh Disadvantage • Not nearly as strong as fiberglass mesh
Silk	Advantages • Thin but strong • Durable • Usually more natural due to its texture Disadvantages • Silk must be maintained every two weeks • Silk builds up and must be removed frequently

Light-cured gel

Advantages

- More flexible than other treatments
- Filings do not become airborne, therefore safer
- Self leveling
- Not much filing
- Very smooth

Disadvantage

- Improper curing can cause breaking, lifting and popping off

Lightless gel

Advantage

- Very easy to apply

Disadvantage

- Not as strong as other overlays

OBJECTIVE 5 Refer to Practical Tests for Job Sheets 1 though 7.

OBJECTIVE SHEET

PERFORMING GEL NAIL SCULPTURING

IV

INTRODUCTION

A professional manicurist must be knowledgeable in all methods of producing beautiful nails. Clients will come to the manicurist with a preference as to the type of nail they desire. Creating gel nails is one method of producing long, beautiful nails. Gel nails may not, however, be the answer for all clients, just as sculptured nails or glass nails are not the answer for all clients. One advantage most clients observe with the gel nail is that it is more flexible than the other types of artificial nails.

There are two primary advantages to the manicurist for using gel nails. 1) The filings produced during this procedure do not become airborne, as do the filings from other types of artificial nails; therefore gel nails are safer for the manicurist to work with day in and day out. 2) Because gel nail products are self-leveling, they are not as likely to have bumps that must be smoothed out which takes up the manicurist's time. The fact that they do not harden until cured means that the manicurist has plenty of time to work with the product.

This unit provides basic procedures for using gel nail products. OPI product names are used, but other manufacturer's products may be used much the same way. Always follow the manufacturer's instructions for the product you are using.

UNIT OBJECTIVE

After completing this unit, the student should be able to apply gel nail using artificial tip as free edge; apply gel nail sculpturing the free edge; and perform fill-in service for the gel nail. The student will demonstrate these competencies by completing job sheets, practical tests and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

Basic Manicurist

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with gel nail sculpturing to their correct definitions.
2. Select equipment used in gel nail sculpturing.
3. List safety and sanitary practices observed during gel nail sculpturing.

4. Demonstrate the ability to

   a. Prepare for gel nail sculpturing using artificial nail tip as free edge. (Job Sheet 1)

   b. Prepare for gel nail sculpturing forming the free edge with gel. (Job Sheet 2)

   c. Apply gel nail using artificial nail tip as free edge. (Job Sheet 3)

   d. Apply gel nail sculpturing the free edge. (Job Sheet 4)

   e. Perform fill-in service for the gel nail. (Job Sheet 5)

PERFORMING GEL NAIL SCULPTURING

PREPARATION

- Order materials to supplement unit.
  - Manikin practice hands or other practice supplies will be needed for student training.
- Guest speakers
  1. Ask a professional manicurist to relate the importance of gel nail services to students.
  2. Ask the manufacturer's representative for the gel nail products used in your department to demonstrate these products to students.

NOTE: Since gel nails are relatively new, products, product names, and procedures are changing. The manufacturer's representative can assure you that you are using the latest techniques and products. Supply the guest speakers with a copy of the objectives for this unit before it is time for them to speak.

DELIVERY

Objective 1

- Discuss the terms.
- Let students find terms in magazines.
- Have students use terms in sentences.

Objective 2

- Display equipment.
- Give students an opportunity to handle equipment before they use it.

Objective 3

- Relate to students the proper safety and sanitary practices that should be followed during a gel nail sculpturing procedure.
- Show OPI video.

APPLICATION

Objective 4

- Have a professional manicurist talk to the class about the importance of gel nail services to the client.
- Have manufacturer's representative for gel nail products demonstrate their product to your students.
- Demonstrate gel nail sculpturing.
- Observe and instruct students in a "hands-on" gel nail class using an artificial practice finger.
- Use Job Sheet 1 to give students practice in preparing for a gel nail using tip for free edge.
- Use Job Sheet 2 to give students practice in preparing for a gel nail forming the free edge with gel.
- Use Job Sheet 3 to give students practice in applying gel nail using tip for free edge.
- Use Job Sheet 4 to give students practice in applying gel nail sculpturing the free edge.
- Use Job Sheet 5 to give students practice in the fill-in application.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheet.
- Evaluate students on process evaluation.

  NOTE: Students must receive all "Yes" check marks to pass the competency.
- Retest if necessary.
- Evaluate students on product evaluation.

- Rate students on the criteria listed.
- Tell students they may re-submit a product for evaluation until they are able to demonstrate mastery.
- Assign review materials as needed.
- Reteach and retest if necessary.
- Counsel students individually on practical test results and explain the evaluator comments.

Written Test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

- OPI video

  NOTE: This film is available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order this film from the Oklahoma Department Vocational and Technical Education, Media Resource Center, 1500 West Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers may contact OPI Products, Inc., 13056 Saticoy Street, N. Hollywood, California 91605 or phone 1-800-341-9999.

UNIT REFERENCES

- OPI Instruction sheet
- Cimaglia, Alice. *The Art and Science of Manicuring.* Bronx, New York: Milady Publishing Corporation, 3839 White Plains Road, 10467-5394, 1988.

PRETEST ANSWERS

PERFORMING GEL NAIL SCULPTURING IV

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2, 3, 4, 5, 6, 7, 8
2	9, 10
3	11, 12, 13, 14

ANSWER KEY

1. a
2. b
3. d
4. c
5. a
6. a
7. d
8. c
9. c
10. a
11. d
12. c
13. b and c
14. a and b

OBJECTIVE 4

Refer to Practical Tests for Job Sheets 1 through 5.

PRETEST

PERFORMING GEL NAIL SCULPTURING

IV

NAME ________________________________ SCORE ________

DIRECTIONS

Circle the correct answers below. Some questions may have more than one answer.

1. Product used if client desires to wear nails without colored polish:
   - a. gel gloss
   - b. precoat
   - c. acetone
   - d. bonder gel
2. Used to clean natural nail before gel nail sculpturing:
   - a. alcohol
   - b. non-oily disinfectant
   - c. polish remover
   - d. acetone
3. Product used to prepare natural nail for bonder gel application:
   - a. veneer gel
   - b. gel gloss
   - c. alcohol
   - d. bond aid
4. Product used to attach artificial nail tip to natural nail:
   - a. acetone
   - b. bonder gel
   - c. adhesive
   - d. sculpture base
5. Product applied after bonder gel to gel nail using artificial nail tip as free edge:
   - a. veneer gel
   - b. disinfectant
   - c. gel gloss
   - d. acetone
6. Product applied after precoat
   - a. bonder gel
   - b. veneer gel
   - c. acetone
   - d. disinfectant
7. A colorless, flammable liquid used to remove gel nails:
   - a. alcohol
   - b. hydrogen peroxide
   - c. water
   - d. acetone

8. Used to form gel nail free edge:

a. veneer gel
b. bonder gel
c. sculpture gel
d. gel gloss

9. Implement used to remove oil from surface of natural nail:

a. orangewood stick
b. gel nail lamp
c. goft file
d. gel nail brush

10. Equipment used for curing gels:

a. gel nail lamp
b. nail form
c. electric nail drier
d. gel nail brush

11. Responsible for client safety:

a. client
b. other clients
c. manufacturer
d. manicurist

12. Sanitation is necessary for:

a. nurse
b. owner
c. client
d. doctor

13. Flammable liquids should be stored in:

a. refrigerator
b. fire proof area
c. cool area
d. cabinet

14. Before performing a service, check for contagious disease on:

a. manicurist
b. client
c. instructor
d. salon owner

NOTICE

In addition to the pretest items, the student will be required to demonstrate mastery of the following objective:

OBJECTIVE 4

Demonstrate the ability to

a. Prepare for gel nail sculpturing using artificial nail tip as free edge. RATING ________

b. Prepare for gel nail sculpturing forming the free edge with gel. RATING ________

c. Apply gel nail using artificial nail tip as free edge. RATING ________

d. Apply gel nail sculpturing the free edge. RATING ________

e. Perform fill-in service for the gel nail. RATING ________

INFORMATION SHEET

PERFORMING GEL NAIL SCULPTURING

IV

OBJECTIVE 1

Match terms associated with gel nail sculpturing to their correct definitions.

- **Acetone**—a colorless, flammable liquid used to remove excess gel nail product from around cuticle area or to remove the gel nail
- **Adhesive**—product used to attach nail tip to natural nail
- **Alcohol**—product used to sanitize work area and implements
- **Bond aid(OPI)***—product used to prepare natural nail for bonder gel application by producing proper pH
- **Bonder gel(OPI)***—product applied after bond aid and before veneer gel (using artificial nail tip) or sculpturing gel (sculpturing free edge)
- **Brush cleaner**—product designed to remove gel products from gel nail brush. Proper cleaning of brush is of utmost importance after each use so as to keep brush in usable condition.

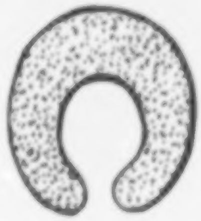
  NOTE: It is of utmost importance to clean your gel nail brush after each use. Your brush is a business investment which must be properly cared for in order to serve you and your clients over a period of time. You cannot make as much money if you are constantly having to reinvest in equipment which has not been taken care of and kept clean.
- **Gel Gloss (OPI)***—product used as a top coat after the application of veneer gel (using artificial nail tip) or sculpturing gel (sculpturing free edge). Optional–used for clients wanting natural look with no colored polish.

---

* Used with permission of OPI.

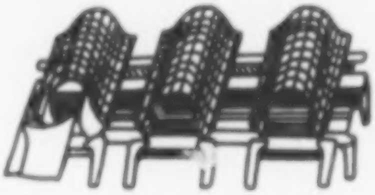
- **Nail form** – applied under the natural nail free edge in order to mount gel free edge. Many companies manufacture nail forms. Some are disposable and some are reusable. The disposable forms look like this:

FIGURE 1



The reusable forms look like this:

FIGURE 2



- **Non-oily disinfectant** – used to cleanse/disinfect natural nail before performing gel nail service

  CAUTION: It is of utmost importance to properly disinfect natural nail so that a fungus does not develop on client's natural nail.

- **Sculpture gel** – product used to form gel nail free edge

- **Soft file** – implement used to remove oil from surface of natural nail. This implement may also be used, if necessary, to smooth out surface of completed gel nail.

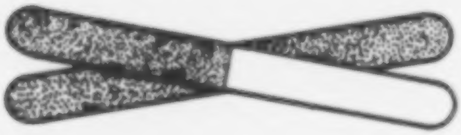


FIGURE 3

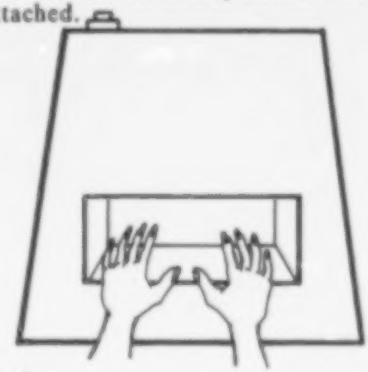
- **Veneer gel(OPI)*** – products used after bonder gel when using artificial nail tip as free edge

OBJECTIVE 2

Select equipment used in gel nail sculpturing.

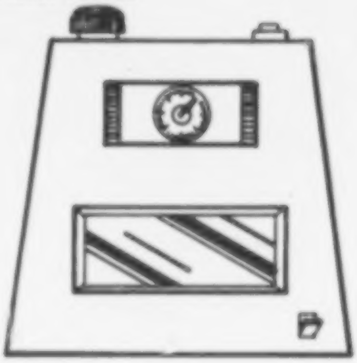
- **File** – implement which may be used to shape the free edge
- **Gel nail brush** – implement used to form gel nail

- **Gel nail lamp** – equipment used to cure gel nails. A special ultra-violet light bulb is encased in a protective box with a plate inside for clients to rest their finger while the nail is curing (drying). There is usually a "Touch Spot" on the plate so that the client knows where to place the finger being cured. Most gel nail lamps, or curing lamps, have a viewing window so that the manicurist can see that the finger is properly placed. The encasement will usually have a timer and an activator button attached.



Client view

FIGURE 4



Manicurist view

FIGURE 5

CAUTION: The manicurist should use caution in using gel nail lamps in so far as constant exposure to lamps may cause damage to eyes and skin if the light is not properly filtered by the viewing window.

NOTE: Most gels are self leveling, so heavy use of the gel nail brush is unnecessary and may cause air bubbles.

OBJECTIVE 3

List safety and sanitary practices observed during gel nail sculpturing.

INTRODUCTION

It is of utmost importance that manicurists adhere to certain safety and sanitary practices during a gel nail service. Failure to do so may cause the spread of disease or bodily harm to a client or to the manicurist.

SAFETY

- Keep flammable products away from open flames or excessive heat.
- Do not allow smoking at the manicure table.

CAUTION: Flammable liquids such as acetone and polish remover should never be placed close to an open flame.

- Flammable liquids should be stored in a cool area in a fire-proof cabinet.

  NOTE: Failure to follow these procedures could cause a fire in the salon resulting in property damage and personal injury to clients, fellow workers, and yourself.

- Label all products.

  CAUTION: All containers should be properly labeled so that there are no possibilities of using the wrong product on a client.

- Use caution when filing around cuticle area.

  CAUTION: Careless filing can cause skin burns and abrasions to the skin.

- Use caution with adhesive so it does not spill.

  CAUTION: If adhesive is spilled, it may glue things together that you do not want glued together. It could cause permanent damage to clothing and other items.

- Keep products out of the reach of children.

  CAUTION: Many of the products used during a gel nail service are toxic.

- Place curing lamp on level surface. Lamp may malfunction if not cared for properly.

- Do not obstruct air flow of fan on curing lamp. Lamp may overheat if the air flow is obstructed.

- Do not breathe in filings.

  CAUTION: Breathing in filings may cause lung damage.

- Use caution with brush cleaner so as not to spill it.

  CAUTION: Contact with brush cleaner on the skin may cause skin irritation. It could also ruin clothing.

- Flush eyes with water if product accidentally gets into them. Get proper medical treatment.

- Keep products away from direct sunlight. Sunlight may cause products to change in consistency.

- Do not apply gel nails to clients who are sensitive to sunlight because the nails are cured with light rays similar to sunlight.

- Do not mix different brands of gel nail products together.

  NOTE: These products are designed to be used as a system.

SANITARY

- All implements and equipment must be disinfected before use.

  NOTE: Failure to disinfect your implements and equipment could lead to the spread of disease. An unsanitary work area makes the client very uneasy. Clients are very aware of the possibilities of acquiring contagious diseases.

- Check clients for contagious diseases before performing service.

  NOTE: Do not apply gel nails to clients having a contagious skin or nail disease. You do not want to contract the disease, and you do not want to spread a disease to other clients.

- Disinfect nails properly before performing a gel nail service.

  NOTE: This procedure is important to prevent the spread of disease and to prevent a fungus from forming on the client's natural nail. To disinfect the client's natural nail, simply wipe the natural nail with a non-oily disinfectant.

- Wash your hands before performing gel nail service.

  NOTE: This procedure prevents the spread of disease and gives the manicurist a clean appearance.

- Always use a clean towel for each client.

  NOTE: A clean towel prevents the spread of disease and gives the manicure table a clean appearance.

JOB
SHEET 1

PERFORMING GEL NAIL SCULPTURING

IV

OBJECTIVE 4a

Prepare for gel nail sculpturing using artificial nail tip as free edge.

IMPLEMENTS AND EQUIPMENT

- Gel nail brush
- Soft file
- Orangewood stick
- Nail tip clippers or scissors
- Curing lamp
- Manicure table
- Nail file

SUPPLIES

- Non-oily disinfectant
- Hand cleanser
- Manicure towel
- Properly sized nail tips
- Adhesive for applying tip
- Bond aid (OPI)*
- Bonder gel (OPI)*
- Veneer gel (OPI)*
- Gel gloss (OPI)*
- Alcohol
- Nail wipes

---

* Used with permission of OPI.

- Brush cleaner

NOTE: Since gel nails are relatively new, products, product names, and procedures are changing. The manufacturer's representative can assure you that you are using the latest techniques and products.

PROCEDURE

1. Sanitize hands.
2. Disinfect work area.
3. Place clean manicure towel on manicure table.
4. Disinfect nail tip clippers or scissors.
5. Arrange soft file, orangewood stick, nail tip clippers or scissors, non-oily disinfectant, nail tip, adhesive, bonder gel, veneer gel, gel gloss, and bond aid to your right (if right-handed) for easy access.
6. Place curing lamp on the same side of the table as the client's hand on which you will be performing the service.
7. Sanitize implements, equipments and hands.
8. Sanitize work area.
9. Have your instructor evaluate your table preparation.

General Relating Skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/clients

JOB SHEET 2 — PERFORMING GEL NAIL SCULPTURING IV

OBJECTIVE 4b

Prepare for gel nail sculpturing forming the free edge with gel.

IMPLEMENTS AND EQUIPMENT

- Gel nail brush
- Soft file
- Orangewood stick
- Curing lamp
- Manicure table
- Nail file
- Nail form

SUPPLIES

- Non-oily disinfectant
- Hand cleanser
- Manicure towel
- Bonder gel (OPI)*
- Bond aid (OPI)*
- Sculpturing gel
- Gel gloss (OPI)*
- Nail wipes
- Brush cleaner
- Alcohol

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* Used with permission of OPI

PROCEDURE

1. Sanitize hands.
2. Sanitize work area and nail form.
3. Place clean manicure towel on manicure table.
4. Arrange soft file, orangewood stick, nail form, nail file, non-oily disinfectant, bonder gel, bond aid, sculpturing gel and gel gloss to your right (if right-handed) for easy access.
5. Place curing lamp on the same side of table as the client's hand o which you will be performing the service.
6. Sanitize implements, equipment and hands.
7. Sanitize work area.
8. Have your instructor evaluate your table preparation.

General Relating Skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/clients

JOB SHEET 3	PERFORMING GEL NAIL SCULPTURING	IV

OBJECTIVE 4c

Apply gel nail using artificial nail tip as free edge.

IMPLEMENTS AND EQUIPMENT

- Gel nail brush
- Soft file
- Orangewood stick
- Nail tip clippers or scissors
- Curing lamp
- Manicure table
- Nail file

SUPPLIES

- Non-oily disinfectant
- Hand cleanser
- Manicure towel
- Properly sized nail tip
- Adhesive for applying tip
- Bonder gel (OPI)*
- Veneer gel (OPI)*
- Gel gloss (OPI)*
- Bond aid (OPI)*
- Alcohol
- Nail wipes
- Brush cleaner

* Used with permission of OPI

PROCEDURE

General Relating Skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/clients

1. Sanitize hands.
2. Prepare for gel nail sculpturing using nail tip as free edge and examine client for disease.
3. Push back cuticle using orangewood stick.
4. Clean nail with non-oily disinfectant.
5. Remove oil from nail using a soft file.
6. Remove filings with non-oily disinfectant on a nail wipe.
7. Apply one drop of adhesive to the recessed area of nail tip.
8. "Rock" tip onto client's nail from free edge to center of nail.
9. Hold tip on client's nail for a few seconds, allowing adhesive to dry.
10. Clip and file tip to desired length and shape.
11. Blend seamline of tip to the client's nail.
12. Rewipe with non-oily disinfectant.
13. Apply bond aid to exposed nail of client.
14. Allow bond aid to dry.
15. Apply a thin coat of Bonder Gel onto the natural nail and nail tip.
16. Cure for at least 60 seconds, depending upon the humidity, by placing finger into gel nail lamp until it reaches the "Touch Spot." If the humidity is high, it may take longer than 60 seconds to cure.
17. Apply veneer gel by squeezing a thick line from the cuticle to the end of the nail tip. Spread veneer gel using gel nail brush. Do not allow gel to flow onto skin.
18. Cure for at least 60 seconds, depending upon the humidity.
19. Apply gel gloss if client desires to wear a natural look without colored polish.
20. Cure for at least 60 seconds, depending upon the humidity.
21. Wipe nail with non-oily disinfectant to remove any film.
22. Use soft file if necessary in order to smooth nail.
23. Clean Gel Nail Brush with brush cleaner.
24. Sanitize implements, equipments and hands.

25. Sanitize work area.

26. Have your instructor evaluate your gel nail.

JOB SHEET 4

PERFORMING GEL NAIL SCULPTURING

IV

OBJECTIVE 4d

Apply gel nail sculpturing the free edge.

IMPLEMENTS AND EQUIPMENT

- Gel nail brush
- Soft file
- Orangewood stick
- Curing lamp
- Manicure table
- Nail file
- Nail form

SUPPLIES

- Non-oily disinfectant
- Hand cleanser
- Manicure towel
- Bonder gel (OPI)*
- Bond aid (OPI)*
- Sculpture gel
- Gel gloss (OPI)*
- Nail wipes
- Brush cleaner
- Alcohol

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* Used with permission of OPI

PROCEDURE

General Relating Skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/clients

1. Sanitize hands.
2. Prepare for gel nail sculpturing, forming the free edge with gel and examine client for diseases.
3. Push back cuticle using orangewood stick.
4. Clean nail with non-oily disinfectant.
5. Remove oil from nail using a soft file.
6. Remove filings with non-oily disinfectant.
7. Apply bond aid to entire nail.
8. Allow bond aid to dry.
9. Apply bonder gel to entire nail.
10. Cure bonder gel for at least 60 seconds, depending upon the humidity.
11. Apply nail form securely under free edge of finger.
12. Apply a thick line of sculpture gel from cuticle to the desired length of free edge on nail form.
13. Form nail using gel nail brush. Do not allow sculpture gel to flow onto skin.
14. Cure sculpturing gel for at least 60 seconds, depending upon the humidity.
15. Remove nail form.
16. Apply gel gloss if client desires to wear a natural look without colored polish.
17. Cure for at least 60 seconds.
18. Wipe nail with non-oily disinfectant.
19. Use soft file if necessary in order to smooth nail.
20. Clean gel nail brush with brush cleaner.
21. Sanitize implements, equipment and supplies.
22. Sanitize work area.
23. Have your instructor evaluate your sculptured gel nail.

JOB SHEET 5	PERFORMING GEL NAIL SCULPTURING	IV

OBJECTIVE 4e

Perform fill-in service for the gel nail.

IMPLEMENTS AND EQUIPMENT

- Gel nail brush
- Soft file
- Orangewood stick
- Curing lamp
- Manicure table
- Nail file

SUPPLIES

- Non-oily disinfectant
- Hand cleanser
- Manicure towel
- Bonder gel (OPI)*
- Bond aid (OPI)*
- Sculpture gel
- Gel gloss (OPI)*
- Nail wipes
- Brush cleaner
- Alcohol

---

* Used with permission of OPI

PROCEDURE

General Relating Skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/clients

1. Sanitize hands.
2. Prepare table and nail as in Job Sheet 2 and examine client for diseases.
3. Push back cuticle using orangewood stick and clip away loose nail.
4. Disinfect exposed natural nail with non-oily disinfectant.
5. Remove oil from exposed natural nail by using a soft file.
6. Remove filings with non-oily disinfectant on a nail wipe.
7. Allow to dry.
8. Apply bond aid to natural nail.
9. Allow to dry.
10. Apply bonder gel to natural nail. With gel nail brush, spread bonder gel over onto the entire nail.
11. Cure for at least 60 seconds, depending upon the humidity.
12. Apply thick line of sculpture gel from cuticle to nail tip. Use gel nail brush to spread evenly sculpturing gel onto the entire nail.
13. Cure for at least 60 seconds, depending on the humidity.
14. If client desires to wear a natural look without colored polish, apply thick line of gel gloss from cuticle to free edge. Use gel nail brush to spread gel gloss evenly onto the entire nail.
15. Cure for at least 60 seconds, depending on the humidity.
16. Wipe nail with non-oily disinfectant to remove any film.
17. Use soft file and/or nail file as necessary to smooth nail and shape free edge.
18. Clean gel nail brush with brush cleaner.
19. Sanitize implements, equipments and hands.
20. Sanitize work area.
21. Have your instructor evaluate your fill-in.

PRACTICAL TEST 1

PERFORMING GEL NAIL SCULPTURING

IV

JOB SHEET 1

Prepare for gel nail sculpturing using artificial nail tip as free edge.

Student's name ____________________________ Date ____________

Evaluator's name ___________________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Sanitized hands.	_____	_____
2. Disinfected work area.	_____	_____
3. Placed a clean towel on table.	_____	_____
4. Disinfected nail clippers and scissors.	_____	_____
5. Arranged soft file, orangewood stick, nail clippers or scissors, non-oily disinfectant, nail tip, nail wipes, adhesive, bonder gel, veneer gel, gel gloss, gel nail brush and bond aid for easy access.	_____	_____
6. Placed curing lamp for easy access.	_____	_____
7. Sanitized implements, equipment and hands.	_____	_____
8. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Table	4 Clean; professional looking	3	2	1 Unclean; unprofessional looking
Equipment	4 Clean; easy access	3	2	1 Unclean; uneasy access
Implements	4 Clean; easy access	3	2	1 Unclean; uneasy access
Supplies	4 Clean; easy access	3	2	1 Unclean; uneasy access

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

PRACTICAL TEST 2

PERFORMING GEL NAIL SCULPTURING

IV

JOB SHEET 2

Prepare for gel nail sculpturing forming free edge with gel.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Sanitized hands.	_____	_____
2. Disinfected work area.	_____	_____
3. Placed a clean towel on table.	_____	_____
4. Arranged soft file, orangewood stick, non-oily disinfectant, nail form, nail wipes, bonder gel, sculpture gel, gel gloss, gel nail brush, and bond aid for easy access.	_____	_____
5. Placed curing lamp for easy access.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Table	4 Clean; professional looking	3	2	1 Unclean; unprofessional looking
Equipment	4 Clean; easy access	3	2	1 Unclean; uneasy access
Implements	4 Clean; easy access	3	2	1 Unclean; uneasy access
Supplies	4 Clean; easy access	3	2	1 Unclean; uneasy access

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - **Skilled** – Can perform job with no additional training

3 - **Moderately skilled** – Has performed job during training program; limited additional training may be required

2 - **Limited skill** – Has performed job during training program; additional training is required to develop skill

1 - **Unskilled** – Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

PERFORMING GEL NAIL SCULPTURING

IV

JOB SHEET 3

Apply gel nail using artificial nail tip as free edge.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Sanitized hands.	_____	_____
2. Prepared for nail service.	_____	_____
3. Examined client for diseases.	_____	_____
4. Pushed back cuticle.	_____	_____
5. Disinfected nail plate.	_____	_____
6. Removed oil with soft file.	_____	_____
7. Applied artificial nail tip properly.	_____	_____
8. Clipped and filed tip to desired length.	_____	_____
9. Blended seamline properly.	_____	_____
10. Rewiped with disinfectant.	_____	_____
11. Applied bond aid properly.	_____	_____
12. Applied bonder gel properly.	_____	_____
13. Cured properly.	_____	_____
14. Applied veneer gel properly.	_____	_____
15. Cured properly.	_____	_____
16. Finished out nail properly.	_____	_____
17. Sanitized implements, equipment and hands.	_____	_____
18. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Gel coverage	4 Nailplate covered	3 Most of nailplate covered	2 Some of nailplate covered	1 Little of nailplate covered
Surface	4 Smooth without ridges or bubbles	3 One small ridge or bubble	2 Not smooth with ridges or bubbles	1 Rough with ridges or bubbles
Cuticle area	4 Clean of excess product	3 Little product evident	2 Some product evident	1 Much product evident
Shape of nail	4 Natural looking curvature	3 A little irregular	2 Moderately irregular	1 False looking
Free edge	4 Smooth	3 Somewhat smooth	2 Some roughness	1 Entire edge rough

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

PRACTICAL TEST 4

PERFORMING GEL NAIL SCULPTURING

IV

JOB SHEET 4

Apply gel nail sculpturing the free edge.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Sanitized hands.	_____	_____
2. Prepared for nail ervice.	_____	_____
3. Examined client for diseases.	_____	_____
4. Pushed back cuticle.	_____	_____
5. Disinfected nail plate.	_____	_____
6. Removed oil with soft file.	_____	_____
7. Removed filings properly.	_____	_____
8. Applied bond aid properly.	_____	_____
9. Applied bonder gel properly.	_____	_____
10. Cured bonder gel properly.	_____	_____
11. Applied nail form properly.	_____	_____
12. Applied sculpture gel properly.	_____	_____
13. Formed nail properly.	_____	_____
14. Cured sculpture gel properly.	_____	_____
15. Removed nail form properly.	_____	_____
16. Finished out nail properly.	_____	_____
17. Sanitized implements, equipment and hands.	_____	_____
18. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Gel coverage	4 Nailplate covered	3 Most of nailplate covered	2 Some of nailplate covered	1 Little of nailplate covered
Surface	4 Smooth without ridges or bubbles	3 One small ridge or bubble	2 Not smooth with ridges or bubbles	1 Rough with ridges or bubbles
Cuticle area	4 Clean of excess product	3 Little product evident	2 Some product evident	1 Much product evident
Shape of nail	4 Natural looking curvature	3 A little irregular	2 Moderately irregular	1 False looking
Free edge	4 Smooth	3 Somewhat smooth	2 Some roughness	1 Entire edge rough

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION

4 - **Skilled** – Can perform job with no additional training

3 - **Moderately skilled** – Has performed job during training program; limited additional training may be required

2 - **Limited skill** – Has performed job during training program; additional training is required to develop skill

1 - **Unskilled** – Is familiar with process, but is unable to perform job

PRACTICAL TEST 5

PERFORMING GEL NAIL SCULPTURING

IV

JOB SHEET 5

Perform fill-in service for the gel nail.

Student's name ______________________________ Date ____________

Evaluator's name ____________________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Sanitized hands.	_____	_____
2. Prepared for nail service.	_____	_____
3. Examined client for disease.	_____	_____
4. Pushed back cuticle and clipped away loose nail.	_____	_____
5. Disinfected exposed natural nail.	_____	_____
6. Removed oil from natural nail with soft file.	_____	_____
7. Removed filings properly.	_____	_____
8. Applied bond aid properly.	_____	_____
9. Applied bonder gel properly.	_____	_____
10. Cured bonder gel properly.	_____	_____
11. Applied sculpture gel properly.	_____	_____
12. Cured sculpture gel properly.	_____	_____
13. Finished out nail properly.	_____	_____
14. Sanitized implements, equipment and hands.	_____	_____
15. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Gel coverage	4 Nailplate covered	3 Most of nailplate covered	2 Some of nailplate covered	1 Little of nailplate covered
Surface	4 Smooth without ridges or bubbles	3 One small ridge or bubble	2 Not smooth with ridges or bubbles	1 Rough with ridges or bubbles
Cuticle area	4 Clean of excess product	3 Little product evident	2 Some product evident	1 Much product evident
Shape of nail	4 Natural looking curvature	3 A little irregular	2 Moderately irregular	1 False looking
Free edge	4 Smooth	3 Somewhat smooth	2 Some roughness	1 Entire edge rough

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

WRITTEN TEST

PERFORMING GEL NAIL SCULPTURING IV

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with gel nail sculpturing to their correct definitions. Write the correct letters in the blanks.

___ 1. Product used to clean natural nail before gel nail sculpturing

___ 2. Product applied before veneer gel or sculpture gel

___ 3. Product applied after veneer gel or vculpture gel has cured

___ 4. Produces the proper pH for bonder gel

___ 5. Applied under the natural free edge in order to mount gel nail free edge

___ 6. Product used to form gel nail free edge

___ 7. Colorless, flammable liquid used to remove gel nail products

___ 8. Product used to attach artificial nail tip to natural nail

___ 9. Product designed to remove gel products from gel nail brush

___ 10. Product used after bonder gel when using artificial nail tip as free edge

a. Brush cleaner

b. Hydrogen peroxide

c. Non-oily disinfectant

d. Oily antiseptic

e. Soft file

f. File

g. Bonder gel

h. Adhesive

i. Gel gloss

j. Electric nail drier

k. Gel nail lamp

l. Acetone

m. Bond aid

n. Veneer gel

o. Nail form

p. Sculpture gel

q. Gel nail brush

r. Alcohol

OBJECTIVE 2

Select equipment used in gel nail sculpturing. Select the correct answers that apply.

_____1. Gel nail gloss

_____2. Gel nail brush

_____3. Bonder gel

_____4. Brush cleaner

_____5. Files

_____6. Nail former

_____7. Veneer gel

_____8. Gel nail lamp

OBJECTIVE 3

List safety and sanitary practices to be observed during gel nail sculpturing.

Safety - List four

1. ____

____

2. ____

____

3. ____

____

4. ____

____

Sanitary - List four

1. ____

____

2. ____

____

3. ____

____

4. ____

____

NOTICE

The following job sheets are not part of the written test. If these activities have not been completed, check with your instructor

OBJECTIVE 4

Demonstrate the ability to

a. Prepare for gel nail sculpturing using artificial nail tip as free edge. RATING ________

b. Prepare for gel nail sculpturing forming the free edge with gel. RATING ________

c. Apply gel nail using artificial nail tip as free edge. RATING ________

d. Apply gel nail sculpturing the free edge. RATING ________

e. Perform fill-in service for the gel nail. RATING ________

WRITTEN TEST ANSWERS

PERFORMING GEL NAIL SCULPTURING

IV

OBJECTIVE 1

1. c
2. g
3. i
4. m
5. o
6. p
7. l
8. h
9. a
10. n

OBJECTIVE 2

b, e, h

OBJECTIVE 3

SAFETY

Answer should include four of the following:

1. Keep flammable products away from open flame or excessive heat.
2. Label all products.
3. Use caution when filing around cuticle area.
4. Use caution with adhesive so it does not spill.
5. Keep products out of reach of children.
6. Place lamp on level surface.
7. Do not obstruct air flow of fan on lamp.
8. Do not breathe in filings.
9. Use caution with brush cleaner so as to not spill it.
10. Flush eyes with water if product accidently gets into them. Then get proper medical attention.
11. Keep products away from direct sunlight.
12. Do not apply gel nails to clients who are sensitive to sunlight.
13. Do not mix different brands of gel nail products together.

SANITARY

Answr should include four of the following:

1. All implements and equipment must be disinfected before use.
2. Check client for contagious diseases.
3. Disinfect nail properly before performing service.
4. Wash your hands before performing service.
5. Use a clean towel for each client.

OBJECTIVE 4 Refer to Practical Tests for Job Sheets 1 through 5.

OBJECTIVE SHEET

REMOVING ARTIFICIAL NAILS

V

INTRODUCTION

There are several reasons a client may want to remove an artificial nail. An artificial nail may be chipped, cracked, broken, or simply too loose to repair satisfactorily. Unprofessional repairs may even lead to nail diseases such as fungus in the nail bed. It is imperative that the manicurist be knowledgeable in the correct procedures to be used. Improper removal of artificial nails may leave the client with severely damaged natural nails.

UNIT OBJECTIVE

After completing this unit, the student should be able to remove artificial nails. The student will demonstrate this competency by completing job sheets, practical tests and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

Basic Manicurist

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with artificial nail removal to their correct definitions.
2. List safety practices that should be followed during artificial nail removal.
3. Describe the sanitary practices that should be observed during artificial nail removal.
4. Demonstrate the ability to
    a. Prepare the manicure table for artificial nail removal. (Job Sheet 1)
    b. Perform an artificial nail removal. (Job Sheet 2)

SUGGESTED ACTIVITIES

REMOVING ARTIFICIAL NAILS

V

PREPARATION

- Order materials to supplement unit.
  - Desired solvents for artificial nail removal will be needed. Buy direct from the manufacturer or from a local beauty supply.
  - Proper implements for artificial nail removal will be needed.
- Guest Speakers
  - Invite a successful nail sculptor to discuss with students the importance of proper removal of artificial nails.
  - Invite the manufacturer's representative for the solvent used to demonstrate his product to your students.
  - Invite a fireman, chemist, or doctor to talk about chemical content and safety precautions to be observed during artificial nail removal.

  NOTE: Supply the guest speakers with a copy of the objectives for this unit before it is time for them to speak.
- Make sure that all equipment needed for artificial nail removal is in good working order, i.e. manicure tables, manicure stools, lamps, etc.

DELIVERY

Objective 1

- Have a class discussion concerning the times you or your students have needed an artificial nail removed. Discuss what action was taken to remove the artificial nail.
- Relate to students the importance of sensitivity on the part of the manicurist during the removal of artificial nails. This procedure may be painful to the client if not performed properly.
- Relate to the students the financial rewards of properly removing artificial nails.
- Ask a professional manicurist to speak to the class on the importance of artificial nail removal.

Objective 2

- Relate to students the proper safety practices which should be followed during artificial nail removal.

- Invite a fireman to demonstrate the safety hazards associated with artificial nail removal solvents.

Objective 3

- Explain the sanitary measures that should be taken during artificial nail removal.
- Invite a doctor to discuss the health problems which are associated with improperly removing artificial nails.

APPLICATION

Objective 4

- Demonstrate the removal of an artificial nail.
- Invite the manufacturer's representative for the solvent used to demonstrate their product to your students. Allow for questions and answers.
- Observe and instruct students in a "hands on" class removing artificial nails.
- Use Job Sheet 1 to give students practice in preparing the manicure table for artificial nail removal.
- Use Job Sheet 2 to give students practice in the removal of an artificial nail.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheet.

- Evaluate students on process evaluation.

  NOTE: Students must receive all "Yes" check marks to pass the competency.

  Retest if necessary.

- Evaluate students on product evaluation.
- Rate students on the criteria evaluation.
- Rate students on the criteria listed.
- Tell students they may re-submit a product for evaluation until they are able to demonstrate mastery.
- Assign review materials as needed.
- Reteach and retest if necessary.
- Counsel students individually on practical test results and explain the evaluator comments.
- Inform students of problems areas that need more practice.

Written Test

- Explain to students that on the written test they will be asked to demonstrate the action listed in the specific objectives.
- Give the written test.

  NOTE: The written test may be given in sections if desired.
- Evaluate students on the written test and on job sheet acitivities, if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

UNIT REFERENCES

- Backscratchers Nail Care Products, Inc., 1987, 8120 Berry Ave., Bldg. B, Sacramento, California 95828.
- Cimaglia, Alice. *The Art and Science of Manicuring*, Bronx, New York: Milady Publishing Corporation, 1988.
- Dalton, John W. *The Professional Cosmetologist*, 3rd ed., St. Paul Minnesota: West Publishing Co., P.O. Box 43526, 55164, 1985.
- Kibbe, Constance V. *Standard Textbook of Cosmetology*, Bronx, New York: Milady Publishing Corporation, 1981.
- *Milady's Van Dean Manual*, Bronx, New York: Milady Publishing Company, 3839 White Plains Road, 10467-5394, 1990.

- OPI Products, Inc., 1987, 13056 Saticoy Street, North Hollywood, California, 91605, 1-800-341-999.

REMOVING ARTIFICIAL NAILS

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the students individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and the written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
Objective 1	1, 2, 3, 4, 5
Objective 2	6, 7, 8
Objective 3	9, 10

ANSWER KEY

1. b	6. c
2. c	7. a
3. b	8. a
4. c	9. b
5. a	10. c

OBJECTIVE 4

Refer to Practical Tests for Job Sheets 1 and 2.

PRETEST

REMOVING ARTIFICIAL NAILS

V

NAME ______________________________ SCORE ________

DIRECTIONS

Circle the correct answers below.

1. Container used to hold removal solvent while soaking an artificial nail:
   - a. metal bowl
   - b. dappen dish
   - c. plastic finger bowl
   - d. heated fondue pot
2. Used to push off dissolving artificial nail:
   - a. metal pusher
   - b. metal file
   - c. teflon pusher
   - d. buffer
3. Professional products used to remove artificial nails usually contain a derivative of:
   - a. acrylic
   - b. acetone
   - c. adhesive
   - d. plastic
4. The implement used to remove loose portions of an artificial nail before soaking:
   - a. cuticle scissors
   - b. cuticle nippers
   - c. acrylic nippers
   - d. scoop file

5. Used as an antiseptic/sanitizer:
   - a. alcohol
   - b. ammonia
   - c. acetone
   - d. adhesive
6. Responsible for client safety during artificial nail removal:
   - a. client
   - b. salon owner
   - c. manicurist
   - d. physician
7. Artificial nail removal solvents should be used with caution because:
   - a. they are flammable
   - b. many people are allergic to them
   - c. they may eat away natural nail
   - d. they carry germs
8. Products that should be properly labelled:
   - a. all products
   - b. alcohol
   - c. polish remover
   - d. acetone
9. Responsible in observing proper sanitary rules during an artificial nail removal:
   - a. janitor
   - b. manicurist
   - c. salon owner
   - d. client

10. To prevent the spread of disease, a manicurist must sanitize:

    a. work area

    b. implements

    c. work area, hands and implements

    d. hands

NOTICE

In addition to the pretest items, the student will be required to demonstrate mastery of the following objective:

OBJECTIVE 4

Demonstrate the ability to

a. Prepare the manicure table for artificial nail removal. RATING ________

b. Perform an artificial nail removal. RATING ________

INFORMATION SHEET

REMOVING ARTIFICIAL NAILS

V

OBJECTIVE 1

Match terms associated with artificial nail removal to their correct definitions.

- **Acrylic nippers** – nippers which are designed for use on artificial nails.
- **Alcohol** – antiseptic/sanitizer used to sanitize implements and equipment during an artificial nail removal.
- **Artificial nail removal solvent** – professional product used to remove artificial nails by soaking. These products are usually a derivative of acetone.
- **Dappen dish** – a small glass container used to hold removal solvent while soaking an artificial nail for removal
- **Teflon pusher** – used to push off dissolving artificial nail. This implement is shaped much like an orangewood stick but is made of teflon.

OBJECTIVE 2

List safety practices that should be followed during artificial nail removal.

INTRODUCTION

It is of utmost importance that manicurists adhere to certain safety practices during artificial nail removal. Failure to do so may cause bodily harm to a client, the manicurist, or others in the area.

- Flammable liquids such as artificial nail removal solvents should never be placed close to an open flame.
- Label all products so as to not use the wrong product on a client.

OBJECTIVE 3

Describe the sanitary practices that should be observed during artificial nail removal.

INTRODUCTION

Infectious disease is a hazard that can invade a nail salon if sanitary procedures are not practiced daily. It is the manicurist's responsibility to make sure that the work area is sanitized for each client.

- All implements, equipment and hands must be sanitized before each service.
- Use a clean towel for each client.

JOB SHEET 1

REMOVING ARTIFICIAL NAILS

V

OBJECTIVE 4a

Prepare the manicure table for artificial nail removal.

IMPLEMENTS AND EQUIPMENT

- Manicure table
- Dappen dish
- Teflon pusher
- Acrylic nippers

SUPPLIES

- Alcohol
- Towel
- Artificial nail removal solvent

PROCEDURE

Job Acquisition Development Skills

- Master specific job task/procedure

1. Sanitize hands.
2. Sanitize manicure table.
3. Place clean towel on manicure table.
4. Sanitize teflon pusher and acrylic nippers.
5. Arrange supplies and equipment to your right (if right-handed) for easy access.
6. Have your instructor evaluate your table preparation.

JOB SHEET 2

REMOVING ARTIFICIAL NAILS

OBJECTIVE 4b

Perform an artificial nail removal.

IMPLEMENTS AND EQUIPMENT

- Manicure table
- Dappen dish
- Teflon pusher
- Acrylic nippers

SUPPLIES

- Alcohol
- Towels
- Artificial nail remover solvent

PROCEDURE

1. Prepare the manicure table.
2. Sanitize client's hands.
3. Remove loose acrylic from nail with acrylic nippers.
4. Pour artificial nail remover solvent into dappen dish.
5. Place client's finger into dappen dish so as to have artificial nail soaking in the solvent.
6. After the manufacturer's recommended time of soaking (usually 5-20 minutes) use teflon pusher to push off softened acrylic.

   NOTE: May need to repeat Step 5.
7. Have instructor evaluate your artificial nail removal.
8. Sanitize implements, equipments and hands.
9. Sanitize work area.

   NOTE: If client is not receiving a new set of artificial nails, procede with regular manicure.

Job Acquisition Development Skills

- **Master specific job task/procedure**
- **Deal effectively with customers/clients**

Cognitive Activities Skills

- **Transfer knowledge/training to new situations**

PRACTICAL TEST 1

REMOVING ARTIFICIAL NAILS

V

JOB SHEET 1

Prepare the manicure table for artificial nail removal.

Student's Name ______________________ Date __________

Evaluator's Name ______________________ Attempt No. _____

Instructions: When you are ready to perform this task, ask our instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the material and try again.

The student:	YES	NO
1. Sanitized hands.	_____	_____
2. Sanitized manicure table.	_____	_____
3. Placed clean towel on manicure table.	_____	_____
4. Sanitized teflon pusher and acrylic nippers.	_____	_____
5. Arranged supplies and equipment for easy access.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:	4	3	2	1
Table	Clean; professional looking			Unclean; unprofessional looking

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process; but is unable to perform job

PRACTICAL TEST 2

REMOVING ARTIFICIAL NAILS

V

JOB SHEET 2

Perform an artificial nail removal.

Student's Name ______________________ Date __________

Evaluator's Name ______________________ Attempt No. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the material and try again.

The student:	YES	NO
1. Prepared table properly.	_____	_____
2. Sanitized client's hand.	_____	_____
3. Removed loose acrylic from nail.	_____	_____
4. Poured artificial nail remover solvent into dappen dish.	_____	_____
5. Placed client's finger into dappen dish so as to have artificial nail soaking in solvent.	_____	_____
6. Used teflon pusher to push off softened acrylic at appropriate time.	_____	_____
7. Sanitized implements, equipment and hands.	_____	_____
8. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Nailplate	Clear of acrylic, undamaged from removal of acrylic			Acrylic remaining damaged from removal of acrylic

EVALUATOR'S COMMENTS

PERFORMANCE EVALUATION KEY

4 - Can perform job with no additional training

3 - Moderately skilled—Has performed job during training program; limited additional training may be required

2 - Limited skill—Has performed job during training program; additional training is required to develop skill

1 - Unskilled—Is familiar with process; but is unable to perform job

WRITTEN TEST

REMOVING ARTIFICIAL NAILS

V

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with artificial nail removal to their correct definitions. Write the correct letters in the blanks.

____ 1. Container used to hold removal solvent while soaking an artificial nail.

____ 2. Used to push off dissolving artificial nail.

____ 3. Implement used to remove loose portions of an artificial nail before soaking.

____ 4. Used as an antiseptic/sanitizer.

a. Metal bowl
b. Alcohol
c. Ammonia
d. Acetone
e. Dappen dish
f. Cuticle nippers
g. Aacrylic
h. Metal pusher
i. Buffer
j. Acrylic nippers
k. Teflon pusher

OBJECTIVE 2

List safety practices that should be followed during artificial nail removal.

1. ____

____

2. ____

____

OBJECTIVE 3

Describe the sanitary practices that should be observed during artificial nail removal.

1. ____

____

2. ____

____

NOTICE

The following job sheets are not part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 4

Demonstrate the ability to

a. Prepare the manicure table for artificial nail removal. RATING ________

b. Perform an artificial nail removal. RATING ________

WRITTEN TEST ANSWERS

REMOVING ARTIFICIAL NAILS

V

OBJECTIVE 1

1. c
2. k
3. j
4. b

OBJECTIVE 2

1. Flammable liquids such as artificial nail removal solvents should never be placed close to an open flame.
2. All products should be labelled so that the wrong product will not be used on a client.

OBJECTIVE 3

1. All implements, equipment and hands must be sanitized before each service.
2. A clean towel must be used for each client.

OBJECTIVE 4

Refer to Practical Tests for Job Sheets 1 and 2.

OBJECTIVE SHEET

PERFORMING NAIL ART

VI

INTRODUCTION

Let your creativity run wild with nail art. There are many ways to express your artistic ability and your client's adventuresome spirit.

Nail art runs the gamut from stickers which a child can apply, to airbrushing, free hand painting, gel art and emboss art. In order to have a competitive edge, the manicurist should concentrate on the more difficult forms of art for which clients have neither the training nor the equipment.

UNIT OBJECTIVE

After completing this unit, the student should be able to do nail art using airbrushing, gels and embossing. The student will demonstrate these competencies by completing job sheets, practical tests and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

Basic Manicurist

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with nail art to their correct descriptions.
2. Select from a list the nail art forms which require the most expertise and/or specialized equipment.
3. Complete statements about French manicuring.
4. Select from a list statements about gel art.
5. Select from a list statements about embossing.
6. Select from a list statements about airbrushes.
7. List steps to take in the care and maintenance of airbrushes.
8. Demonstrate the ability to
    a. Perform French manicure. (Job Sheet 1)
    b. Perform gel art on nails. (Job Sheet 2)
    c. Prepare to do EmbossArt™ (Job Sheet 3)
    d. Perform basic strokes for EmbossArt™ on practice pad. (Job Sheet 4)
    e. Perform EmbossArt™ on real nails. (Job Sheet 5)
    f. Perform airbrushing on nails. (Job Sheet 6)

PREPARATION

- Order materials to supplement the unit.
- Study the specific objectives to determine those to be covered in classroom presentations.
- Plan additional tasks to be covered in classroom.
- Invite a professional manicurist to the class to demonstrate the application of nail art.
- Provide guest speakers with unit objectives and information sheets before they meet with the class.
- Arrange for the use of all audiovisual equipment that will be needed.

DELIVERY

Objective 1

- Have a supply of various types of nail art from amateur to professional for students to examine.
- Go over the terms for the unit.
- Relate terms for unit to the examples on display.
- Allow students to pair up to try some of the quicker, easier methods of nail art on their partner.
- Use Supplements 4 through 6 with terms.

Objectives 2 and 3

- Invite a professional manicurist to demonstrate different types of nail art.
- Using Supplement 2 as a guide, have students practice making designs for nails.
- Have pictures of various types of nail art available for students to use as guides.
- Use *Holiday Nail Art* for samples of art.
- See Tammy Taylor **Talk of the Town** magazines for art suggestions.
- Show the video by EmbossArt™ entitled *Nail Art*.
- Perform a French manicure on one of the students.

Objective 4 and 5

- Make suggestions about the use of embossing and use Supplement 1.
- Show the video, *EmbossArt*™, which demonstrates embossing.
- Demonstrate the use of the Embosser™.
- Discuss care of the Embosser™ and use Supplement 3.

Objective 6 and 7

- Show students the parts of an airbrush.
- Demonstrate how to clean an airbrush.
- Demonstrate the use of an airbrush.

APPLICATION

Objective 8

- Use Job sheet 1 to give students practice in performing a French manicure.
- Use Job Sheet 2 to give students practice in performing gel art on nails.
- Use Job Sheet 3 to give students practice in preparing to perform EmbossArt™.
- Use Job Sheet 4 to give students practice in performing EmbossArt™ on a practice pad.
- Use Job Sheet 5 to give students practice in performing EmbossArt™ on real nails.
- Use Job Sheet 6 to give students practice in performing airbrushing on nails.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheet.

- Evaluate students on process evaluation.

  NOTE: Students must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate students on product evaluation.
- Rate students on the criteria listed.
- Tell students they may re-submit a product for evaluation until they are able to demonstrate mastery.
- Assign review materials as needed.
- Reteach and retest if necessary.
- Counsel students individually on practical test results and explain the evaluator comments.

Written test

- Explain to students that on the written test they will be asked to demonstrate the actions listed in the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Embossing Art* – A training tape about EmbossArt™.

  NOTE: This video is available to Oklahoma teachers on a free-loan basis. Teachers may order the video from the Media Resource Center, Oklahoma Department of Vocational and Technical Education 1500 W. Seventh Ave., Stillwater, OK 74074. Out-of-state teachers may order the video from EmbossArt™, Division of Suncrest, P.O. Box 97, Hooper, Utah 84315, 1-800-344-7603.

Publications

- *The How to of Holiday Nails*, San Francisco Nails Art Academy, San Leandro, California 94577, 415-483-0247.
- *Modern Salon* Magazine, Vance Publishing Company, Box 1400, Lincolnshire, Illinois 60069, 708-634-2600.
- *Nails Magazine*, Bobit Publishing Company, 2512 Artesia Blvd., Redondo Beach, California 90278, 213-376-8788.
- *Talk of the Town* Magazine, Tammy Taylor Nails, 18007-E Skypark Circle, Irvine, California 92714, 714-250-9287, FAX 714-250-1853.

UNIT REFERENCES

- EmbossArt™, Division of Suncrest, P.O. Box 97, Hooper, Utah 84315, 1-800-344-7603.
- Monnia, Frank. *Nail Art Instruction Book*. Anaheim, California: Pacific Airbrush, 1987.
- Badger Air Brush Company™, 9128 West Belmont Avenue, Franklin Park, Illinois 60131, 708-678-3104, FAX 708-671-4352.

PRETEST ANSWERS

PERFORMING NAIL ART

VI

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

OBJECTIVES 1-7

Objective	Question
1	1, 2, 3, 4, 5, 6
2	7
3	9, 10
4	11
5	12, 13
6	14, 15
7	16, 17

ANSWER KEY

1. a
2. c
3. c
4. a
5. d
6. a
7. b
8. a
9. c
10. b
11. d
12. b
13. a
14. a
15. c
16. d
17. c

OBJECTIVE 8

Refer to Practical Tests for Job Sheets 1-6.

PRETEST

PERFORMING NAIL ART

VI

NAME ______________________________ SCORE ________

DIRECTIONS

Circle the correct answers below.

1. Small, gem-like stones:
   - a. rhinestones
   - b. pearls
   - c. glitter
   - d. free edge decoration
2. Treatment which punctures the free edge of nail:
   - a. electric needle
   - b. airbrushing
   - c. piercing
   - d. spiking
3. Art applied with syringe; has a three-dimensional appearance:
   - a. airbrushing
   - b. gel art
   - c. embossing
   - d. holiday art
4. Decorative ornaments for nails:
   - a. nail jewelry
   - b. stick pins
   - c. rings
   - d. French manicure
5. A type of nail art which uses an ultra violet light:
   - a. free hand
   - b. embossing
   - c. airbrushing
   - d. gel art
6. Art applied with a fine detail brush; acrylic paints:
   - a. free hand
   - b. gel art
   - c. embossing
   - d. airbrushing
7. The nail art form which has formerly been used in commercial art:
   - a. freeform
   - b. airbrushing
   - c. gel art
   - d. embossing

8. French manicure is popular for:

a. brides
b. children
c. men
d. senior citizens

9. French manicure can be performed on:

a. natural nails only
b. press-on nails
c. natural or artificial nails
d. artificial nails only

10. Seasons of the year in which French manicure is most popular:

a. summer and winter
b. summer and spring
c. winter and spring
d. winter and fall

11. Gel art can be done:

a. with an unltra violet light
b. fairly quickly
c. with colored gels
d. all of the above

12. EmbossArt™ uses:

a. many special, delicate lines
b. three strokes
c. Ultra violet light
d. airbrushes

13. Embossing paints dry:

a. quickly
b. in one hour
c. in 30 minutes
d. upon contact

14. All airbrushes work from:

a. compressed air
b. AA batteries
c. natural gas
d. condensed heat

15. The use of airbrushing in nail art is:

a. limited to certain professions
b. very limited
c. unlimited
d. all of the above

16. In cleaning an air brush, the first step is to:

a. run a pipe cleaner through the brush
b. hold it under hot water
c. lubricate it
d. remove paint from it

17. Filling the cup of the airbrush with cold water and pulling back on the finger level while pushing down with your finger covering the tip is called:

a. servicing

b. maintaining

c. back flushing

d. lubricating

NOTICE

In addition to the pretest items, the student will be required to demonstrate the mastery of the following objective:

OBJECTIVE 8

Demonstrate the ability to

a. Perform French manicure. RATING ________

b. Perform gel art on nails. RATING ________

c. Prepare to do EmbossArt™. RATING ________

d. Perform basic for EmbossArt™ on practice pad. RATING ________

e. Perform EmbossArt™ on real nails. RATING ________

f. Perform airbrushing on nails. RATING ________

OBJECTIVE 1

Match terms associated with nail art to their correct descriptions. (Supplements 4 through 6.)

- **Airbrush**—instrument for spraying a fine mist of paint

FIGURE 1

- **Embossing**—art which is applied with syringe; has a three-dimensional appearance
- **Gel Art**—the use of colored gel and ultra violet light in nail art
- **Mosaic foiling**—application of colored foil to nails

- **Nail jewelry**—decorative ornaments for nails

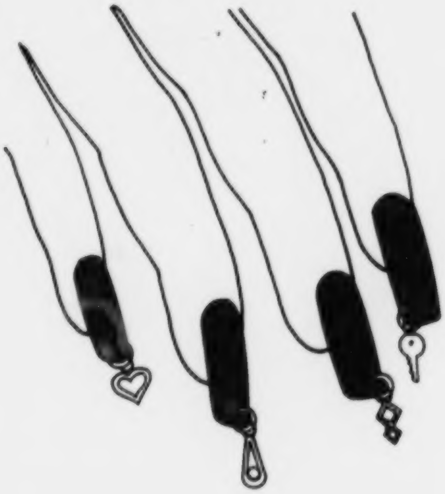

FIGURE 2

- **Piercing**—puncturing free edge of nail to hold jewelry

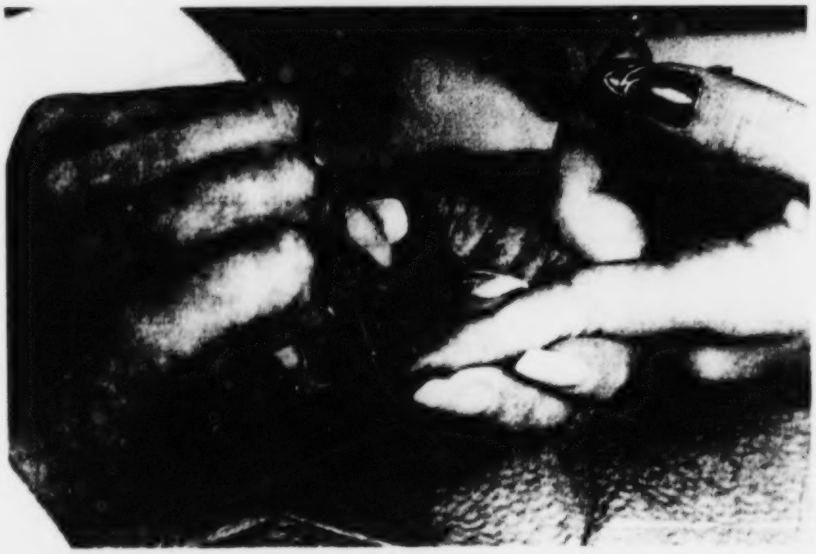

FIGURE 3

228

- **Rhinestones** – small, gem-like stones applied to nails for glamour
- **Stencils** – designs cut out of paper, laid on nail and airbrushed

FIGURE 4

- **Nail tape** – narrow tape used to create designs on nails; also comes in double sided sticky tape for adhering rhinestones.

FIGURE 5

OBJECTIVE 2

Select from a list the nail art forms which require the most expertise and/or specialized equipment. (Supplement 2)

- **Gel Art** – application of gel is fairly simple. However, the nail technician must have a specialized ultra violet light to cure the nails after gel is applied.

- **Embossing** – * "EmbossArt™" is a commercially sold line of embossing products. The art is simplified by using three basic strokes. Many designs are created by using these strokes. The embossing paint is applied with a specialized syringe. The design created by this method is three-dimensional.

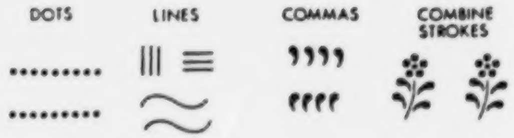

FIGURE 6

* Used with permission of EmbossArt, registered ™ of Suncrest Manufacturing.

- **Free-hand** – a method by which the nail technician applies a design to the nail with the use of acrylic paint and a fine detail brush. The only limitations to this method is the manicurist's ability and the client's wishes.

- **Airbrushing**—a technique which has been used in commercial art and is now very popular for nail art. Many professional nail designs can be created using an airbrush, acrylic paints and paper maskings.

FIGURE 7

OBJECTIVE 3

Complete statements about French manicuring.

French manicure has very little **color** to it, so it gives the appearance of **natural** nails. French manicure is often used by **brides** because it looks attractive in bridal **portraits**. It is also used in **spring** and **summer**, when the natural look is desired. French manicure can be performed on **natural** or **artificial** nails.

OBJECTIVE 4

Select from a list statements about gel art.

Gel art is a unique art form in the following ways:

- It is popular because of its simplicity and nearly foolproof application.
- It sometimes gives the appearance of airbrushing.
- It requires curing under an ultra violet light.
- It can be done in a fairly short time, giving the manicurist time for other clients.

- It is performed by using colored gel just like the gel used in applying nail tips.
- It can be done with as many colors as the manicurist and client desire.

OBJECTIVE 5

Select from a list statements about embossing. (Supplement 1 and 3)

- EmbossArt™ uses a special syringe-type embosser.
- The three strokes in the EmbossArt™ method are dots, lines and commas.
- Many designs can be made with the three basic strokes.
- Embossing makes a three-dimensional design.
- Embossing paint dries quickly.

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OBJECTIVE 6

Select from a list statements about airbrushes.

INTRODUCTION

The art of airbrushing is wide open. Nail technicians could take many classes to improve their airbrushing skills and still there would be much to learn. This, however, should not discourage the person just beginning. With some practice, the beginning artist can be proud of his or her nail art.

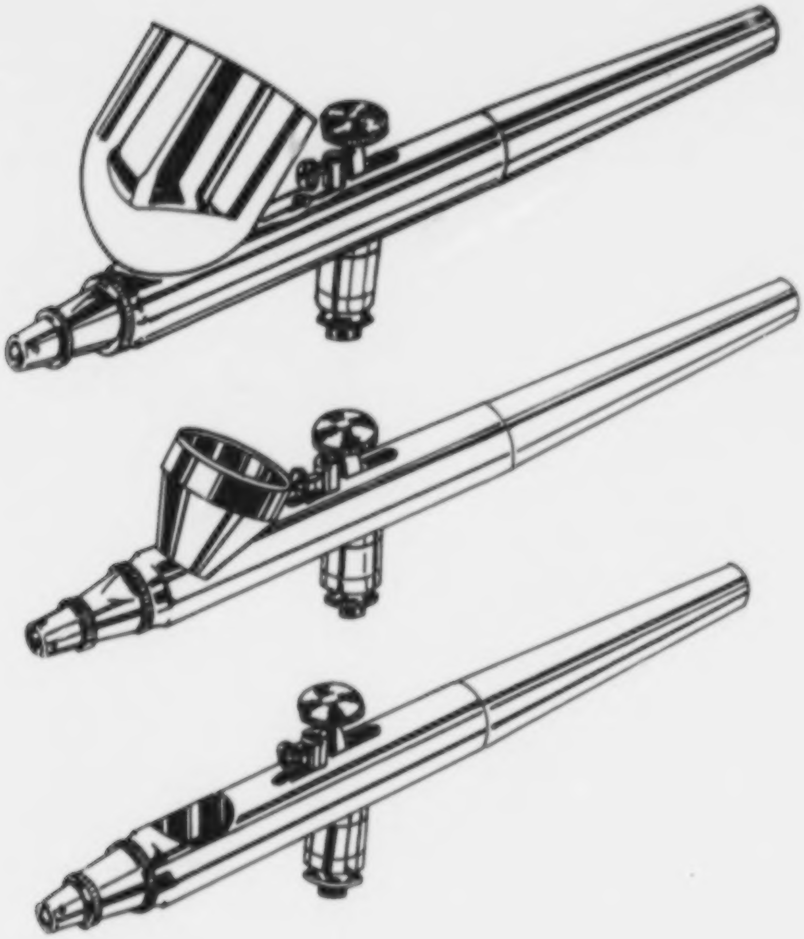

FIGURE 8

Airbrushes

Used with permission of Badger Air Brush Company ™.

The following are general statements about airbrushes.

- About 180 models of airbrushes are on the market.
- All airbrushes work from a compressed air source.
- The two basic types of airbrushes are
  - Suction flow – the color is drawn from the bottom and held in a bottle
  - Gravity flow – the color is fed from the top or side cup of the airbrush.
- Both suction flow and gravity flow airbrushes feature
  - Single action – when the trigger is depressed, air and color are released simultaneously.
  - Double action – down pressure on the trigger releases air only. This is helpful as a color dryer and speeds up art applications. Down pressure while pulling back the trigger releases color.
- Features to consider when selecting an airbrush are
  - Minimum cleaning
  - Light weight
  - Least awkward handling
  - Speed of application
  - Quick color change with minimum waste
  - Double action for drying
  - Fine detail control
- Compressors for the airbrush come in two types
  - Tank type – the air produced is stored in a "holding tank" and the airbrush is fed from it; it has automatic shut-off; several brushes can be served from it; expensive.
  - Non-tank type – has no holding tank and the air generated for the airbrush is produced as the unit runs; inexpensive; most can accommodate two airbrushes.

OBJECTIVE 7

List steps to take in the care and maintenance of airbrushes.

INTRODUCTION

Most problems with airbrushes can be traced back to poor cleaning and maintenance of the airbrush. Brushes should be cleaned and purged after each use to prevent paint from hardening. Do not leave the airbrush standing for long periods of time.

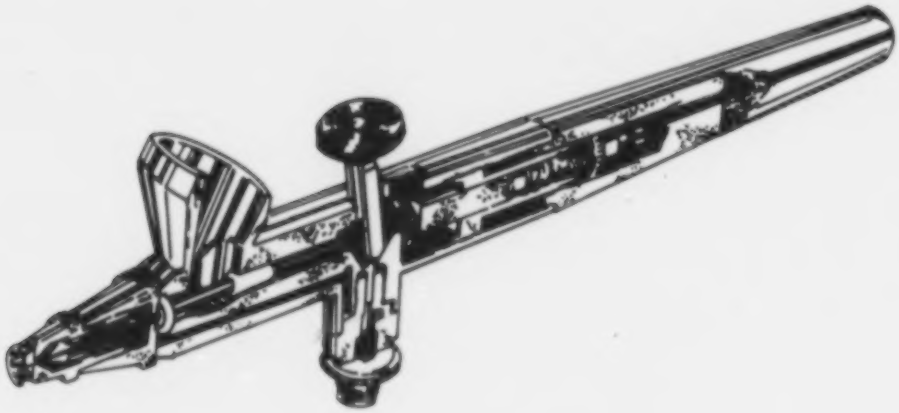

FIGURE 9

Airbrush

The following are steps to take in caring for the airbrush:

- Remove paint from chamber.

  NOTE: Using a small bristle brush, remove the residual paint from the color chamber and cup to clean them.

- Back flush.

  NOTE: Fill the cup with clear water or proper solvent and pull back on finger lever while pushing down for full passage with your finger covering the tip.

Used with permission of Badger Air Brush Company ™.

- Clean needle and nozzle.

  NOTE: Clean away leftover paint or residue on needle and nozzle tip with a bristle brush by removing the caps of the needle and nozzle.

  CAUTION: Be extremely careful not to bend the needle tip.

PAINTING SUGGESTIONS FOR EMBOSSART™

- Wet on Wet Technique - Painting on top of freshly applied wet paint can be achieved by simply keeping the tip of Embosser from touching first application of paint while applying second application of paint.
- By keeping individual strokes slightly separated from one another designs will be sharper and have more definition and depth.
- Learn to judge the sizes of particular designs which are best suited for the size of client's nails.
- If a mistake is made while decorating a fingernail, simply wipe off with a paper towel. If only a small repair of a nearly perfect design is desired, let design dry thoroughly; using isopropyl (rubbing) alcohol on a cotton swab or the folded corner of a paper towel, remove error. Rework area.
- Judge drying time. If a client is in a hurry, you will want to apply a fine delicate design.
- Always build designs rather than filling them in. In other words, begin at the center of a design and work out, or begin at one side of a pattern and work across.
- If lines of embossing skip or break while painting, move the tip more SLOWLY while forming designs.
- If a particular design seems awkward to do, try reversing it. Generally, left handed people do designs in reverse of right handed people.
- While painting, keep tip free of excess paint build-up. Wipe tip often using a soft cloth or paper towel.

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PROMOTING NAIL ART

To display nail art, use display boards near working area. Paint several artificial nails to show clients. Offer clients a sample on one of their nails. Many times, after wearing the art and getting compliments, the client becomes convinced that nail art is nice to wear even to work. They will probably return for more, eventually requesting that art be applied to all ten nails.

Clear Plastic
Mounted on stand

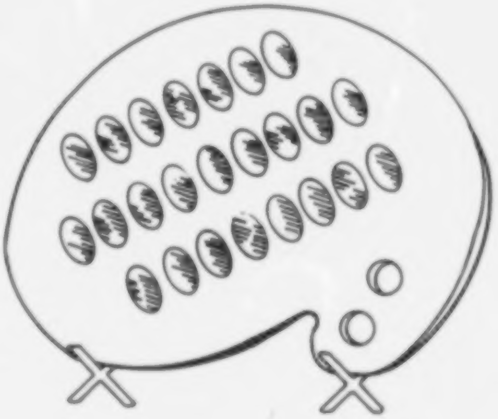

FIGURE 10

This display of artificial nails is a clear plastic artist's palette. It sits on an easel. A small piece of hook and loop tape is attached to the back of each nail and also to the front of the palette. Because of the hook and loop tape, nails can be changed when the manicurist desires.

CARE OF EMBOSSER™

Clogged Tips

The cleaning wires can be used if tips become clogged. Simply unscrew the tip and from pointed end of tip gently insert end of cleaning wire through the tip. Wipe wire to remove dry particles of paint.

The loop end of the wire may be used to dig out any particles which may be caught in the hub on the tip.

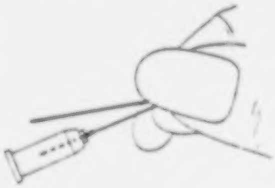

FIGURE 11

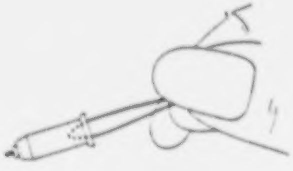

FIGURE 12

Lubricating

Keeping your Embossers™ well lubricated is VERY important. If the paint flow is irregular, coming out in blobs, or if the plunger becomes difficult to push, it is time to re-lubricate the stopper end of the plunger. Apply one drop of lubricant onto the stopper end of the plunger. Using finger, spread lubricant evenly along the two ridges of the stopper. Reinsert the plunger, lightly lubricating the inside of the barrel. This keeps the plunger moving freely which in turn keeps the paint flowing smoothly. Use only the lubricant which comes with each EmbossArt™ Kit.

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USING TWO OR MORE COLORS OF NAIL ENAMEL FOR NAIL ART

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

SUPPLIES

- Two or more colors of nail enamel
- Nail tape

PROCEDURE

1. Paint entire nail with one of the colors of enamel.

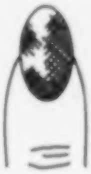

FIGURE 13

2. Paint the design with a second color of enamel.

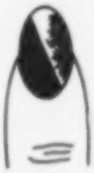

FIGURE 14

3. Apply nail tape to the area where the two colors meet.

   NOTE: The manicurist may want to experiment with more colors as the creative urge strikes.

4. Seal the art with a topcoat to protect the design and strengthen the nail.

APPLYING MOSAIC FOIL TO NAILS

INTRODUCTION

Nail may be covered with one color of foil or with several colors. After foil is applied, initials, designs, etc. can be "etched" into foil using an instrument called a marblizing tool.

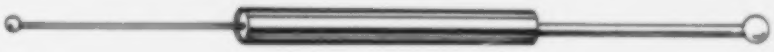

FIGURE 15

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

SUPPLIES

- 3 colors of foil
- Nail emulsion

PROCEDURE

1. Brush on thin coat of nail emulsion.
2. Let dry 60 seconds.
3. Cut desired piece of foil.
4. Press dull side on nail, then lift quickly.
5. Using the marblizing tool (Figure 10), etch design or initial if desired.
6. Apply 1 - 2 topcoats to seal foil design.

   NOTE: Foil may be removed with nail polish remover.

USING NAIL TAPE TO CREATE DESIGNS ON NAILS

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

SUPPLIES

- Decorative nail tape
- Top coat

PROCEDURE

1. Decide on design.

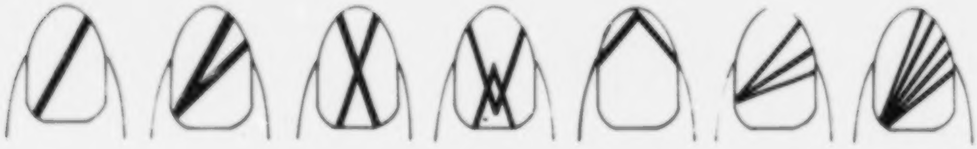

FIGURE 16

NOTE: The examples shown are only suggestions. Other designs will work just as well.

2. Place tape in desired design on nail.
3. Clip tape just short of edges of nail.
4. Press tape against nail.
5. Apply top coat twice for protection.

JOB SHEET 1

PERFORMING NAIL ART

OBJECTIVE 8a

Perform French manicure.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

SUPPLIES

- Base coat
- Flat white polish
- Nude pink or nude beige polish
- Top coat

PROCEDURE

1. Perform basic manicure through basecoat.
2. Allow to dry.
3. Apply flat white polish from free edge to edge of nail.
4. Allow to dry.
5. Apply 2 coats of either nude pink or nude beige polish.
6. Allow to dry.
7. Apply top coat.
8. Sanitize implements, equipment and hands.
9. Sanitize work area.
10. Have instructor evaluate your work.

Cognitive Activities Skills

- Create a finished product

Job Acquisition Development Skills

- Master specific job task/procedures
- Deal effectively with customer/clients

JOB SHEET 2 — PERFORMING NAIL ART — VI

OBJECTIVE 8b

Perform gel art on nails.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

- Ultra violet light
- Narrow sable brush

SUPPLIES

- Selection of gel colors
- Gel brush
- Nail primer

PROCEDURE

1. Turn on ultra violet light.
2. Remove any foreign substances from nails.
3. Sanitize and dry hands and nails.
4. File to desired shape.
5. Buff the nails.
6. Brush away filings.
7. Apply antiseptic cleanser to nails.
8. Apply natural nail primer.

   NOTE: Apply nail tip primer if using nail tips.
9. Apply designer shade of colored gel.

   NOTE: The color you choose will be the background for the gel art.
10. Cure nails for 1 minute, but do not cure the nails at this point if you are only planning to apply color.

    One coat would be more translucent while a second coat would be more opaque.
11. Although a second coat of colored gel is not required, if a deeper base of color is desired, a second coat is recommended.

General Relating Skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product

Job Acquisition Development Skills

- Deal effectively with customer/clients

12. Do not cure the last coat of colored gel because you will apply gel art on top of the second coat.

    NOTE: To apply gel art at this point, you will use a very thin sable detailing brush.

13. Dip the sable brush into a contrasting colored gel.

    NOTE: Try not to load the brush with too much gel or the application will be uneven and too thick.

14. Holding the brush almost flat against the nail, make a thin stripe.

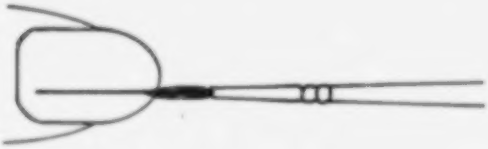

FIGURE 17

NOTE: Be sure to wipe brush after each application of gel. You may apply as many stripes as desired.

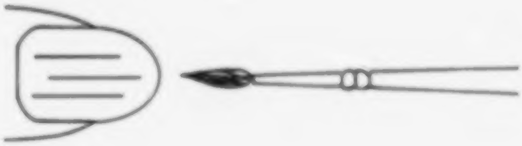

FIGURE 18

15. Lightly draw the brush across the nail in the opposite direction.

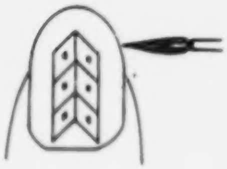

FIGURE 19

NOTE: The brush stroke gives an airbrushed appearance.

16. Place each hand under the light for 1 minute.
17. To protect the gel art, make sure to apply a thin coat of clear nail gel.
18. Place each hand under the ultra violet light for 1 minute.
19. Sanitize implements, equipment and hands.
20. Sanitize work area.
21. Have instructor evaluate your work.

JOB SHEET 3 — PERFORMING NAIL ART — VI

OBJECTIVE 8c

Prepare to do EmbossArt™

INTRODUCTION

EmbossArt™ is a commercially sold line of products and techniques to do three-dimensional nail art. The technique consists of only three strokes. EmbossArt™ paints dry quickly to a smooth, durable finish.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

- Embossers™ (1 per color of paint used)
- Paint
- Damp paper towel or sponge

PROCEDURE

Job Acquisition Development Skills

- Master specific job task/procedure

1. Remove the clear plastic cap from the Embosser™.
2. Twist painting tip snugly onto end of Embosser™.
3. Using water, slightly moisten a sponge or folded paper towel which should then be placed in the bottom of a cup or similar container.

   NOTE: The moisture keeps the Embosser™ tip from drying out.
4. Remove plunger (A) from barrel (B). (See Figures 11 and 12)

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5. Squeeze enough paint into barrel to fill only 1/2".

   NOTE: Over-filling makes handling awkward.

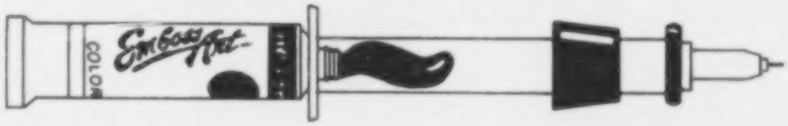

FIGURE 20

6. Reinsert plunger into barrel, push paint through the barrel to the tip.
7. Place filled Embossers™ tip down on sponge or paper towel in cup.

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JOB SHEET 4 — PERFORMING NAIL ART — VI

OBJECTIVE 8d

Perform basic strokes for EmbossArt™ on practice pad.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

- Embossers™ (one for each color used)

SUPPLIES

- Embossing paint
- Dot flowers

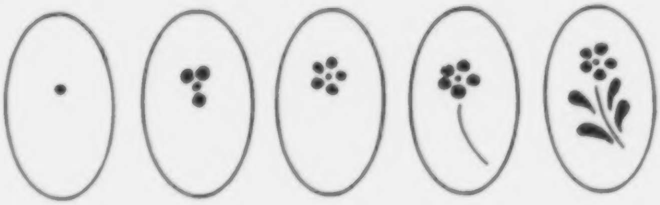

FIGURE 21

PROCEDURE

1. For flower center form a dot on nail in desired location.
2. Place two dots above center and one dot below center, forming an imaginary "Y" shape.
3. Fill in each space with a dot, forming a total of five petals.
4. Beginning at tip of stem, form a lightly curved fine line, tapering bottom of stem to fine point.

Cognitive Activities Skills

- Create a finished product

Job Acquisition Development Skills

- Master specific job task/procedure
- Deal effectively with customer/clients

5. For leaves, form curved tails in opposite directions on either side of stem.

- Hearts

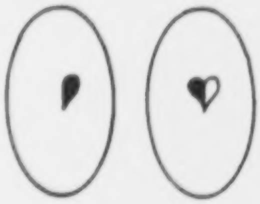

FIGURE 22

6. For first side of heart, form a straight-tailed comma, angling it slightly inward, finishing with a sharp point.
7. Form another comma in the same manner in opposite direction. Points of tails will meet. Using pink paint, place hearts in desired positions.

- Bows

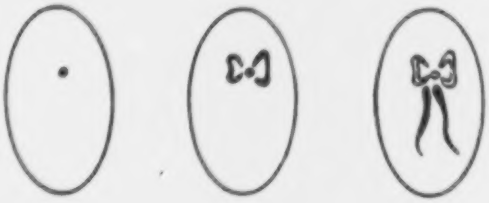

FIGURE 23

8. Using green paint, begin by forming one heart.
9. Position two more hearts at 90 degree angle to first heart.

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10. A long slim comma forms stem.

- Descending dots

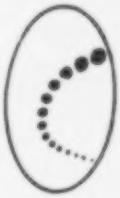

FIGURE 24

11. In desired color, begin with large dots and work down. To form varying sizes of dots, palm pressure on plunger remains consistent for each dot.

    NOTE: It is the amount of time taken to make each dot which varies.

- Palm tree

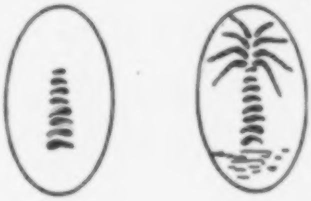

FIGURE 25

12. At center of nail using pink paint, form three dots.

13. On each side of dots form tapered lines.

14. In upper and lower corners form five dot flowers.

    NOTE: Paints air dry quickly. However, drying time may be reduced by use of a hair or nail dryer.

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JOB SHEET 5

PERFORMING NAIL ART

VI

OBJECTIVE 8e

Perform EmbossArt™ on real nails.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

- EmbossArt™ paint
- Sponge
- Embossers™
- Cleaning wire
- Cleaning brush
- EmbossArt™ lubricant

PROCEDURE

1. Perform basic manicure.
2. Choose design and colors for embossing.
3. Choose color of polish which will be a good base for the art.
4. Perform art as directed in Job Sheet 3.
5. Dry nails with an electric nail dryer.
6. When art is thoroughly dry, apply EmbossArt™ top coat completely over nails and art.

   NOTE: Once EmbossArt™ has dried, it can be removed with rubbing alcohol.
7. To clean the tip, unscrew the tip, remove the plunger and wash thoroughly with soap and water using the small EmbossArt™ cleaning brush.
8. Screw tip back on Embosser™ and force clean water through the tip to rinse thoroughly.
9. Lubricate Embosser™ by applying a drop of lubricant onto the stopper end of the plunger.
10. Using finger, spread lubricant evenly along the two ridges of the stopper.
11. Reinsert the plunger, lightly lubricating the inside of the barrel.
12. Sanitize implements, equipment and hands.

Cognitive Activities Skills

- Create a finished product

Job Acquisition Development Skills

- Master specific job task/procedure
- Deal effectively with customer/clients

13. Sanitize work area.
14. Have instructor evaluate your work.

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JOB SHEET 6 | **PERFORMING NAIL ART** | **VI**

JOB SHEET 6 — PERFORMING NAIL ART

OBJECTIVE 8f

Perform airbrushing on nails.

IMPLEMENTS AND EQUIPMENT

Basic manicure set-up plus the following:

SUPPLIES

- Basecoat or ridge filler
- White opaque paint
- Stencil of choice
- Nail art sealer

PROCEDURE

1. Apply a basecoat or ridge filler.
2. Spray the nail with opaque white paint. (This helps true color come out.)
3. Choose the stencil to be used.
4. Place stencil on nail.

Cognitive Activities Skills

- Create a finished product
- Apply new technology

Job Acquisition Development Skills

- Master specific job task/procedure
- Deal effectively with customer/clients

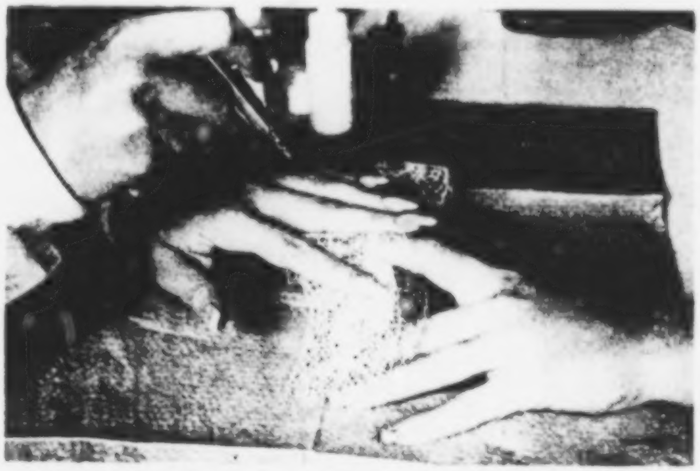

FIGURE 26

5. Spray design with airbrush.
6. Finish nail with a coat of nail art sealer for protection.
7. Apply a high shine gloss. (2 coats)
8. Sanitize implements, equipment and hands.
9. Sanitize work area.
10. Have instructor evaluate your work.

PRACTICAL TEST 1

PERFORMING NAIL ART

VI

JOB SHEET 1

Perform French manicure.

Name ______________________________ Date ___________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Performed basic manicure through basecoat.		
2. Allowed to dry.		
3. Applied flat white polish.		
4. Allowed to dry.		
5. Applied 2 coats of nude pink or nude beige polish.		
6. Allowed to dry.		
7. Applied top coat.		
8. Allowed to dry.		
9. Sanitized implements, equipment and hands.		
10. Sanitized work area.		
TOTAL		

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:	4	3	2	1
Appearance of finished nail	Very neat application of polish, nail looks natural			Messy application of polish, needs to be redone

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

JOB SHEET 2

Perform gel art on nails.

Name ______________________________ Date __________

Evaluator's name ________________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Turned on light.	_____	_____
2. Removed substances from nails.	_____	_____
3. Washed and dried hands and nails.	_____	_____
4. Filed to desired shape.	_____	_____
5. Buffed nails.	_____	_____
6. Brushed away filings.	_____	_____
7. Applied cleanser.	_____	_____
8. Applied primer.	_____	_____
9. Applied designer shade of colored gel.	_____	_____
10. Cured nails for one minute.	_____	_____
11. Applied second coat of colored gel.	_____	_____
12. Left last coat of colored gel in order to apply art.	_____	_____
13. Dipped brush into contrasting colored gel.	_____	_____
14. Made thin stripes on nail.	_____	_____
15. Lightly drew the brush across the nail in opposite direction.	_____	_____
16. Placed each hand under the light for one minute.	_____	_____
17. Applied thin coat of clear nail gel.	_____	_____
18. Sanitized implements, equipment and hands.	_____	_____
19. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:	4	3	2	1
Base gel application	Cured nail very evenly applied, smoothly cured nail			Nail not covered with gel, cured nail uneven
Nail art	Good use of color, design attractive			Colors not contrasting enough, design has messy appearance

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training
3 - Moderately skilled – Has performed job during training program; limited additional training may be required
2 - Limited skill – Has performed job during training program; additional training is required to develop skill
1 - Unskilled – Is familiar with process, but is unable to perform job

PRACTICAL TEST 3

PERFORMING NAIL ART

VI

JOB SHEET 3

Prepare to do EmbossArt™

Name ______________________________ Date __________

Evaluator's name ________________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Removed cap from Embosser™.	_____	_____
2. Twisted tip onto end of Embosser™.	_____	_____
3. Moistened sponge or paper towel.	_____	_____
4. Removed plunger from barrel.	_____	_____
5. Squeezed paint into barrel.	_____	_____
6. Reinserted plunger and pushed paint through tip.	_____	_____
7. Placed Embosser™ tip down on sponge.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Embosser™ preparation	Filled 1/2" with paint, was placed on damp sponge or paper towel in cup.			Embosser™ over filled, not acceptable for embossing.

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

PRACTICAL TEST 4	PERFORMING NAIL ART	VI

JOB SHEET 4

Perform basic strokes for EmbossArt™ on practice pad.

Name ________________________________ Date ___________

Evaluator's name ________________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Formed flower according to directions.	_____	_____
2. Formed hearts according to directions.	_____	_____
3. Formed descending dots according to directions.	_____	_____
4. Formed flowers and lines according to directions.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:	4	3	2	1
Finished nail art	Recognizable design, neatly accomplished			Very messy, design not recognizable; needs to be removed

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

PRACTICAL TEST 5

PERFORMING NAIL ART

VI

JOB SHEET 5

Perform EmbossArt™ on real nails.

Name ______________________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Chose design and colors for embossing.	_____	_____
2. Chose color of enamel.	_____	_____
3. Performed art as directed in Job Sheet 3.	_____	_____
4. Dried nails.	_____	_____
5. Applied EmbossArt™ top coat completely over nails and art.	_____	_____
6. Unscrewed tip, removed plunger and washed thoroughly.	_____	_____
7. Screwed tip back on, forced water through tip to rinse.	_____	_____
8. Lubricated Embosser™.	_____	_____
9. Spread lubricant evenly along the two ridges of the stopper.	_____	_____
10. Reinserted plunger, lubricating inside of barrel.	_____	_____
11. Sanitized implements, equipment and hands.	_____	_____
12. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:	4	3	2	1
Completed nail	Color of design very compatible with enamel; design looks very neat			Colors poorly chosen; art is messy and will need to be removed

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - **Skilled** – Can perform job with no additional training

3 - **Moderately skilled** – Has performed job during training program; limited additional training may be required

2 - **Limited skill** – Has performed job during training program; additional training is required to develop skill

1 - **Unskilled** – Is familiar with process, but is unable to perform job

PRACTICAL TEST 6

PERFORMING NAIL ART

VI

JOB SHEET 6

Perform airbrushing on nails.

Name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Write a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Applied basecoat or ridge filler.	_____	_____
2. Sprayed the nail with opaque white acrylic paint.	_____	_____
3. Chose stencil.	_____	_____
4. Placed stencil on nail.	_____	_____
5. Sprayed design with airbrush.	_____	_____
6. Finished it with a top coat.	_____	_____
7. Applied 2 coats of high shine gloss.	_____	_____
8. Sanitized implements, equipment and hands.	_____	_____
9. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

	4	3	2	1
Finished nail art	Stencil neat and clear			Stencil slipped, form not recognizable

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

WRITTEN TEST

PERFORMING NAIL ART

VI

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with nail art to their correct descriptions. Write the correct letter in the blanks.

____ 1. Puncturing free edge of nail to hold jewelry

____ 2. Small, gem-like stones applied to nails for glamour

____ 3. The use of colored medium and ultra-violet light

____ 4. Instrument for spraying a fine mist of paint

____ 5. Art which is applied with a syringe; has a three dimensional appearance

____ 6. Application of colored metallic material to nails

____ 7. Decorative ornaments for nails

____ 8. Designs cut out of paper, laid on nail and air brushed

a. Gel art

b. Geometric shapes

c. Pendants

d. Rhinestones

e. Nail jewelry

f. Oil based paint

g. Embossing

h. Stencils

i. Sculpture

j. Piercing

k. Plastic based paint

l. Holiday glitter

m. Airbrush

n. Mosaic foiling

o. Nail tape

OBJECTIVE 2

Select from the following list the nail art forms which require the most expertise and/or specialized equipment. Write an "X" in the blank before each correct answer.

_____1. Geometric shapes

_____2. Nail tape

_____3. Embossing

_____4. Nail jewelry

_____5. Holiday glitter

_____6. Free hand

_____7. Oil based paint

_____8. Airbrushing

_____9. Mosaic foiling

____10. Gel art

OBJECTIVE 3

Complete statements about French manicuring. Fill in the blanks with the correct words.

French manicure has very little ___________ to it, so it gives the appearance of ___________ nails. French manicure is often used by ___________ because it looks attractive in bridal ___________. It is also used in __________ and __________, when the natural look is desired. French manicure can be performed on ___________ or ___________ nails.

OBJECTIVE 4

Select from the following list statements about gel art. Write an "X" in the blank before each correct answer.

_____1. It requires no special equipment.

_____2. It can be done in a fairly short time, giving the nail technician time for other clients.

_____3. It requires curing under an ultra violet light.

_____4. It must dry for 30 minutes.

_____5. It sometimes gives the appearance of airbrushing.

_____6. It is popular because of its simplicity and nearly foolproof application.

_____7. It is applied with a short stubby brush.

_____8. It can be done with only one color.

_____9. It is performed by using colored gel just like the gel used in applying nail tips.

____10. It can be done with as many colors as the nail technician and client desire.

OBJECTIVE 5

Select from the following list statements about embossing. Write an "X" in the blank before each correct answer.

_____1. Embossing can be done with any sable brush which the nail technician might have.

_____2. Embossing makes a three-dimensional design

_____3. The three strokes in the EmbossArt™ method are dots, lines and commas.

_____4. Because of this three-stroke technique, the nail technician is very limited in designs.

_____5. Embossing uses a special syringe-type applicator.

_____6. Paint used for embossing takes a long time to dry. Therefore, the client should plan on about three hours in the nail technician's chair.

_____7. Many designs can be made with the three basic strokes.

_____8. Embossing paint dries quickly.

OBJECTIVE 6

Select from the following list statements about airbrushes. Write an "X" in the blank before each correct answer.

_____1. In choosing an airbrush, you should pick one which is the least awkward to handle.

_____2. Fine detail is not important in airbrushes.

_____3. In a double action airbrush, down pressure on the trigger releases air only.

_____4. In single action airbrushes, when the trigger is depressed, only air is released.

_____5. In suction flow airbrushes, the color is drawn from the top and held in a bottle.

_____6. In a gravity flow airbrush, color is fed from the top or side cup of the air brush.

_____7. Many but not all airbrushes work from a compressed air source.

_____8. There are approximately 10 models of airbrushes on the market.

_____9. In a tank type compressor, the air produced is stored in a "holding tank."

____10. Non-tank compressors generate air as the unit runs.

OBJECTIVE 7

List steps to take in the care and maintenance of airbrushes. Write answers in the space provided.

NOTICE

The following job sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 8

Demonstrate the ability to

a. Perform French manicure. RATING ________

b. Perform gel art on nails. RATING ________

c. Prepare to do EmbossArt™. RATING ________

d. Perform basic strokes for EmbossArt™ on practice pad. RATING ________

e. Perform EmbossArt™ on real nails. RATING ________

f. Perform airbrushing on nails. RATING ________

WRITTEN TEST ANSWERS

PERFORMING NAIL ART

VI

OBJECTIVE 1	1. j 2. d 3. a 4. m 5. g 6. n 7. e 8. h
OBJECTIVE 2	3, 6, 8, 10
OBJECTIVE 3	color, natural, brides, portraits, spring, summer, natural, artificial
OBJECTIVE 4	2, 3, 5, 6, 9, 10
OBJECTIVE 5	2, 3, 5, 7, 8
OBJECTIVE 6	1, 3, 6, 9, 10
OBJECTIVE 7	Answers should include the following: • Remove paint from chamber. • Back flush. • Clean needle and nozzle.
OBJECTIVE 8	Refer to Practical Tests for Job Sheets 1 through 6.

OBJECTIVE SHEET

PREPARING FOR THE STATE BOARD EXAM

VII

INTRODUCTION

As your training in the manicuring field comes to an end, you will need to register for the state board exam. The manicuring exam is required at the completion of 300 hours of training in order to become a licensed manicurist. Preparation for this exam will ensure a successful outcome.

UNIT OBJECTIVE

After completing this unit, the student should be able to describe basic procedures for preparing for the state board manicuring exam. The student will demonstrate these competencies by completing assignment sheets, job sheets, practical tests and a written test with a minimum of 85 percent accuracy.

PREREQUISITES

Basic Manicurist and Manicurist Specialty

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with the state board exam to their correct definitions.
2. Discuss the forms necessary to register for the state board exam.
3. Describe the characteristics needed for a model at the state board exam.
4. List the qualities needed to be considered a professional.
5. List the implements and products used at the state board manicurist exam.
6. Practice taking the state board written test. (Assignment Sheet 1)
7. Explain safety and sanitary measures. (Assignment Sheet 2)
8. Demonstrate the ability to
   a. Perform a manicure. (Job Sheet 1)
   b. Apply sculptured nails with or without nail tips. (Job Sheet 2)

PREPARING FOR THE STATE BOARD EXAM

PREPARATION

- Order materials to supplement the unit
- Ask a professional manicurist to talk to the class about public relations, marketing, career opportunities and financial benefits.
- Have as a guest speaker a member of the state board of cosmetology in your state to discuss rules and regulations.
- Ask a nail product company representative to speak to the class about artificial nail application and special techniques.

NOTE: Please provide guest speakers with the specific topic relevant to the unit of instruction ahead of time.

DELIVERY

Objective 1

- Ask a manicurist from a local salon to talk to the class.
- Have as a guest speaker a member of the state board of cosmetology in your state.

Objective 2

- Tell students the advantages of becoming licensed and the importance of the state board exam.
- Distribute handouts.
    - Handout 1 – "Oklahoma State Board of Cosmetology Registration Form"
    - Handout 2 – "Exam Release Form"

NOTE: Adjust handouts as necessary for your state.

Objective 3

- Tell students the importance of selecting a good model for the practical exam.

Objective 4

- Tell the students the importance of being professional.
- Show the film *Office Practice: Your Attitude*.

Objective 5

- Explain to the students the importance of packing a well-supplied kit for the manicurist exam.
- Distribute handout.
  - Handout 3 – "Manicurist Practical Examination Check Sheet"

  NOTE: Adjust handout for your state.

APPLICATION

Objective 6

- Use Assignment Sheet 1 to give students practice in taking the manicuring exam.
- Find and use other manicuring exam practice tests.

Objective 7

- Tell the students why safety and sanitation are so vital to a salon.
- Use Assignment Sheet 2 to review students in the safety and sanitary measures followed during a manicure.

Objective 8

- Use Job Sheet 1 to give students practice in giving a manicure as it would be done at the state board exam.
- Ask a nail product company representative to speak to the class about artificial nail application and special techniques.
- Use Job Sheet 2 to give students practice in applying sculpture nails as it would be done at the state board exam.
- Use Supplement 1.

EVALUATION

Pretest

- Pretest students.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in unit or create supplementary materials for individual students as required.

Practical Test

- Give practical test.

  NOTE: The practical test is used with the Job Sheet.

- Evaluate students on process evaluation.

  NOTE: Students must receive all "Yes" check marks to pass the competency.

- Retest if necessary.
- Evaluate students on product evaluation.
- Rate students on the criteria listed.
- Tell students they may re-submit a product for evaluation until they are able to demonstrate mastery.
- Assign review materials as needed.
- Reteach and retest if necessary.
- Counsel students individually on practical test results and explain the evaluator comments.

Written Test

- Explain to students that on the written test they will be asked to demonstrate the actions listed on the specific objectives.
- Give written test.

  NOTE: The written test may be given in sections if desired.

- Evaluate students on assignment sheet and job sheet activities if not previously done.
- Reteach and retest if necessary.
- Complete appropriate section of competency profiles.
- Review individual and group performance in order to evaluate teaching methods. Adjust scope, sequence or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Audiovisual Materials

- *Cosmetology: Preparation for Licensing*

  NOTE: Filmstrips-on-Video are available from Vocational Media Associates, Box 1050, Mount Kisco, New York 10549-0050, Toll-Free 1-800-431-1242.

- *Office Practice: Your Attitude*

  NOTE: This film is available to Oklahoma teachers on a free-loan basis. Oklahoma teachers may order the film from the Media Resource Center, Oklahoma Department of Vocational and Technical Education, 1500 W. Seventh Avenue, Stillwater, Oklahoma 74074. Out-of-state teachers must order the film from Bank Training Video Systems, P.O. Box 10390, Des Moines, IA 50306.

- *Preparation for Licensing*

  NOTE: Video, cassette and software (Apple-IBM) are available from NIMCO - National Innovative Media, Route #2, Box 301B, Calhound, Kentucky 42327, Toll-Free 1-800-962-6662.

UNIT REFERENCES

- Chiranky, Gary. *Manicuring, A Student Text*. Melville, New York: Bellezza Publishing, Inc., P.O. Box 1113, 11747.
- Cimaglia, Alice. *The Art and Science of Manicuring*. Bronx, New York: Milady Publishing Corporation, 3839 White Plains Road, 10467-5394, 1988.

PRETEST ANSWERS

PREPARING FOR THE STATE BOARD EXAMS

VII

EVALUATOR NOTE

Use the following answer key to check student answers to pretest questions. To determine the student's individual study requirements from the pretest results, use the following table which shows the correlation between the objectives and written pretest questions. Then counsel students individually on pretest results and study requirements.

TABLE

Correlation between objectives and written pretest questions.

Objective	Question
1	1, 2, 3, 4, 5, 6
2	7, 8
3	9, 10, 11
4	12, 13, 14, 15
5	16, 17, 18, 19

ANSWER KEY

1. e
2. b
3. d
4. a
5. c
6. f
7. b
8. a
9. d
10. b

11 a

12. c
13. d
14. b
15. a
16. b, d, f, g
17. b, c, d, e
18. a, c, d, e, h
19. a, c, d, e, g

OBJECTIVES 6-7

Refer to answers to Assignment Sheets 1 and 2.

OBJECTIVE 8 Refer to Practical Tests for Job Sheets 1 and 2.

(STATE BOARD USE ONLY)
EXAM. NOTICE MAILED ____
LICENSE APPL. MAILED ____
EXCUSED ____

OKLAHOMA
STATE BOARD OF COSMETOLOGY

2200 CLASSEN BLVD., SUITE 1530
OKLAHOMA CITY, OKLAHOMA 73106

(STATE BOARD USE ONLY)
RECEIPT NO. ____
DATE ISSUED ____
PERMIT MAILED ____

Date of examination ____, 19 ____ Written ____% Practical ____%

Application For Registration By Examination

Name ____ Mailing Address ____ (Street Number)

____ (City) (State) (Zip) Home Phone # ____ Business Phone # ____

will have completed/has completed ____ hours of training and study in the following cosmetology course ____

and does hereby make application to the Oklahoma State Board of Cosmetology for examination for licensing. Birthdate ____ S.S.# ____

I do hereby authorize the Oklahoma State Board of Cosmetology to release my examination grades to my school. ____ (Optional)
Signature of Applicant

I, ____, being first duly sworn upon oath, state that I am the person referred to in this application and that the statements and information contained herein are true in every respect.

____
Signature of Applicant

Subscribed and sworn to before me this ____ day of ____, 19 ____

My commission expires ____

____
Notary Public

SEAL

ATTACH CURRENT
2" X 3" FULL FACE PHOTO HERE
(NO OLDER THAN ONE YEAR)

PHOTO AFFIDAVIT FORM

I certify that the above is a photo of myself, the examination applicant, and that the approximate date photo was taken is

DATE OF PHOTO ____, 19 ____
and that the following description of applicant is true

Race ____ Native of ____
Height ____ Weight ____
Color of Eyes ____ Hair ____
Complexion ____ Age ____ Sex ____

____
Signature of Applicant

ELIGIBILITY REQUIREMENTS

1. Applicant must be at least 17 years of age or a High School Graduate.
2. Applicant must have completed the Board's prescribed 1500 hour Basic Operator/Cosmetologist Course, the 1000 hour Instructor Course, or the 300 hour Manicurist or Facial Operator/Facialist Course, while being registered with the Board for said course, before taking examination. Applicant may pre-register for the examination within 100 hours of the completion of a course (April and May only).
3. Applicant must submit a current 2" x 3" full face photograph.
4. Applicant must submit $10.00 registration fee by m.o. or cashier's check. Personal checks are not accepted. Application must be received in the office of the Board at least thirty days before the date of examination.

ATTENTION:
SCHOOL AFFIDAVIT must be submitted with:

- Application to Register for Examination
- Pre-registration for Examination AND again upon Completion of Course
- Proof of Completion of Review Hours (Said proof must be received at least 10 days before date of examination)

SCHOOL AFFIDAVIT

TO THE OKLAHOMA STATE BOARD OF COSMETOLOGY

This is to certify that ____ was in regular attendance at ____

from ____ Month ____ Day ____ Year, to and including ____ Month ____ Day ____ Year

Number of hours completed in current school ____ Number of hours tranferred ____ Total number of hours completed ____

A diploma was issued on ____ Month ____ Day ____ Year. Final Examination Grade ____%

CHECK COURSE
☐ BASIC
☐ INSTRUCTOR
☐ REVIEW
☐ MANICURIST
☐ FACIALIST

____
Signature of Instructor

____
School Address

Subscribed and sworn to before me this ____ day of ____, 19 ____

My commission expires ____

____
Notary Public

SEAL

BEST COPY AVAILABLE

OKLAHOMA STATE BOARD OF COSMETOLOGY
2200 Classen Blvd., Suite 1530
Oklahoma City, Oklahoma 73106

____
School Name, Address and Telephone Number

____
Signature of Authorized Instructor/School Owner/Administrator

Please send examination scores for the following students for Oklahoma State Board Examination ______________________________
Release form (Copy of Examination Registration With Release of Grades signed by each student is enclosed.)

BASIC OPERATOR WRITTEN PRACTICAL

Applicant/Student Name (last name first)

____

____

____

____

____

____

____

MANICURIST

____

____

____

____

FACIALIST

____

____

INSTRUCTOR

____

____

____

OKLAHOMA STATE BOARD OF COSMETOLOGY

MANICURIST PRACTICAL EXAMINATION

CHECK SHEET

PROFESSIONAL ANALYSIS (Check appropriate box)

Punctuality	S ☐	U ☐	____
Professional Appearance	S ☐	U ☐	____
Attitude & Cooperation	S ☐	U ☐	____
Professional Kit & Supplies	S ☐	U ☐	____

ATTN: EXAMINER -- EACH (U) = -1 Point
Subtract Number of Applicable Points From
Total Score FOR EACH UNSATISFACTORY (U)

PROCEDURE		SCORE	TIME
Arrangement of Implements	(10)		
Sterilization of Implements (Alcohol)	(10)		
Removal of Polish & Application & Removal of Cleansing Cream	(5)		5 Min.
Filing & Shaping of Nails	(10)		5 Min.
Treatment of Cuticle	(10)		10 Min.
Proper Use of Implements	(10)		
Application of Emollient/Massage Cream & Hand & Arm Manipulations (Should be Wiped With Towel)	(10)		10 Min.
Application of Two Sculptured Nails or Tips Sculpturing Material & Technique Must be Used on Either Type Nail Application. NO FULL PASTE ON NAILS.	(15)		25 Min.
Application of Polish	(10)		5 Min.
Sanitary & Safety Measures (Overall General Measures)	(10)		
Total Possible Points	(100)		
Total Points DEDUCTED FOR UNSATISFACTORY (U) Professional Analysis	- ____		

____
TOTAL SCORE

CARD # ____ DATE ____

____
Name of Applicant

3/88 ih/am/bg

PRETEST

PREPARING FOR THE STATE BOARD EXAM

VII

NAME ______________________ SCORE ________

DIRECTIONS

Write the letter of the correct answers in the blank. Some questions may have more than one correct answer.

___ 1. Form used by examiner to grade work done by student

___ 2: Exam taken by a student to become licensed

___ 3. Person with knowledge, certification and proper appearance in his or her field

___ 4. State board of cosmetology representative giving exam

___ 5. Portion of exam involving application of practices

___ 6. Portion of the exam involving written application

a. Examiner

b. State board exam

c. Practical exam

d. Professional

e. Check sheet

f. Written exam

Circle the correct answers.

7. You must register with the state board of cosmetology in order to take the manicuring exam. Which of the following forms would you use to do this:

   a. State Board Enrollment Form

   b. State Board Registration Form

   c. State Board Release Form

   d. State Board Demonstrator's Form

8. To find out your examination grades, an instructor must have this form from you:

   a. State Board Release Form

   b. State Board Demonstrator's Form

   c. State Board Enrollment Form

   d. State Board Registration Form

9. A good model for the manicuring exam will have:

   a. ragged fingernails

   b. extremely long nails

   c. smooth skin

   d. nice looking hands and nails

10. A model for the manicuring exam should:

    a. not have regular manicures

    b. have a regular manicure

    c. have short fingernails

    d. have manicure only before the exam

11. Because the application of two sculptured nails is required, the model should:

    a. not have on artificial nails

    b. have on artificial nails

    c. have artificial nails on the other three

    d. cut off her natural nails

Match the quality to the phrase that describes it. Write the letter of the correct answer in the blank.

____12. Reflects what is felt inside	a. Knowledge
____13. Loyalty, honesty and fairness	b. Actions
____14. Speaks loudly with or without words	c. Attitude
____15. Gains confidence of client	d. Ethics

16. Circle the **implements** that would be used during a manicure:

- a. hand soap
- b. cuticle pusher
- c. heavy duty file
- d. orangewood stick
- e. nail brush
- f. manicure brush
- g. nail file
- h. pumice stone

17. Circle the **products** that would be used during a manicure:

- a. brush cleaner
- b. hand soap
- c. color polish
- d. cuticle treatment
- e. alcohol
- f. nail glue
- g. nail liquid
- h. nail primer

18. Circle the implements that would be used during a sculptured nail application:

- a. sculpture nail brush
- b. orangewood stick
- c. heavy duty file
- d. nail scissors
- e. two-sided buffer
- f. emery board
- g. manicure brush
- h. nail forms

19. Circle the **products** that would be used during a sculpture nail application:

- a. nail primer
- b. sea breeze
- c. non-acetone polish remover
- d. sculpture nail liquid
- e. sculpturing powders
- f. cuticle treatment
- g. base and top coat
- h. acetone polish remover

NOTICE In addition to the pretest items, the student will be required to demonstrate mastery of the following objectives:

OBJECTIVE 6 **Practice taking the State Board written test.** SCORE ________

OBJECTIVE 7 **Explain safety and sanitary measures.** SCORE ________

OBJECTIVE 8

Demonstrate the ability to

a. Perform a manicure. RATING ________

b. Apply sculptured nails with or without nail tips. RATING ________

INFORMATION SHEET

PREPARING FOR THE STATE BOARD EXAM

VII

OBJECTIVE 1

Match terms associated with the state board exam to their correct definitions.

- **Examiner** – the state board of cosmetology representative that administers your state board exam
- **Check Sheet** – the form used by the examiner to grade the work done by the student
- **Practical Exam** – the portion of the state board exam that involves application of practices
- **Professional** – a person with the knowledge, certification and proper appearance in his or her field
- **State Board Exam** – an exam taken by a student to become a professional licensed manicurist
- **Written Exam** – the portion of the state board exam that involves writing answers to questions concerning the manicuring field

OBJECTIVE 2

Discuss the forms necessary to register for the state board exam.

- In order to take the state board exam for licensing, a student must submit a registration form. The instructor at your school will have the necessary forms for you to fill out. Also, a notary public must sign and stamp the form with his or her seal to make the application official. A properly prepared registration form will allow the student to avoid any unnecessary delays.
- To assist the school in keeping track of exam results, fill out an exam release statement. The instructor will send this in and have it returned with the results of your examination. This information is filed and kept confidential.

OBJECTIVE 3

Describe the characteristics needed for a model at the state board exam.

- The practical portion of the manicurist state board exam will require a model. A good model will have features that assist in making your exam go smoothly.
- Carefully look over your model to decide if the person you have chosen is best before you ask if he or she will be your model. This will prevent changes or embarrassment to you and/or the model.

- A good model will have nice looking hands and fingernails. A person who receives a regular manicure and does not wear artificial nails would be a good choice. The model's fingernails should have a small free-edge, not extremely long fingernails. The manicurist exam does require application of two sculptured nails or nail tips and sculpture. Therefore, the model must be willing to have these put on.

OBJECTIVE 4

List the qualities needed to be considered a professional.

INTRODUCTION

A licensed manicurist may be called a professional. Let's look at the qualities that identify a true professional manicurist.

- **Attitude** – Each individual has an attitude, whether it is good or bad. A person's attitude reflects what he or she feels inside. A professional will have a proper attitude which will help him or her feel good inside and lead to a successful career.
- **Knowledge** – A professional aims his or her goal toward knowledge. A person who is knowledgeable in his or her field will gain the confidence of the customers.
- **Ethics** – Proper professional ethics are a must if success is desired. Manicurist ethics would include being honest, courteous, fair and loyal to the customer, salon and manager or owner. A professional would never discuss confidential matters with others or just gossip to be talking. Also, a professional follows the rules and regulations set forth by the state board of cosmetology governing his or her state.
- **Actions** – Behavior speaks loudly, with or without words being spoken. A professional manicurist is calm and gentle, not rough with the customer. A customer should not have to wait a long time before the appointment; this could be taken as rude and inconsiderate since the manicurist booked the appointment. Professionals do not take problems out on customers or fellow employees, but instead work at top performance cheerfully.

OBJECTIVE 5

List the implements and products used at the state board manicurist exam.

INTRODUCTION

After you have registered for the state board manicurist exam, an acknowledgement will be returned to you with the test date, time, location and supplies needed. Pack all the items listed and, in some cases, a few extras. You will be graded on a professional kit and supplies.

Implements and products you will need to bring include:

MANICURING

- soap dish
- hand soap
- alcohol
- cuticle treatment
- manicure brush
- nail file
- cuticle pusher
- cuticle nippers
- cotton
- hand cream
- 2 manicure towels
- acetone polish remove
- dark color polish
- base and top coat
- orangewood stick

SCULPTURE NAIL

- nail tips
- nail glue
- sculpture nail powders
- sculpture nail liquid
- two-sided buffer
- heavy duty file
- sculpture nail brush
- nail scissors
- dappen dishes
- 1 disposable towel
- non-acetone polish remover
- nail primer
- brush cleaner
- sculpture nail forms

MANICURIST PRACTICAL EXAMINATION

CHECK SHEET

PROFESSIONAL ANALYSIS (Check appropriate box)

Punctuality	☐ S	☐ U
Professional Appearance	☐ S	☐ U
Attitude and Cooperation	☐ S	☐ U
Professional Kit and Supplies	☐ S	☐ U

ATTN: EXAMINER – EACH (U) = 1 Point

Subtract Number of Applicable Points From

Total Score FOR EACH UNSATISFACTORY (U)

PROCEDURE

	SCORE	TIME
Arrangement of Implements	(10)	
Sterilization of Implements (Alcohol)	(10)	
Removal of Polish and Application and Removal of Cleansing Cream	(05)	5 Min
Filing and Shaping of Nails	(10)	5 Min
Treatment of Cuticle	(10)	10 Min
Proper Use of Implements	(10)	
Application of Emollient/Massage Cream and Hand and Arm Manipulations (Should be Wiped With Towel)	(10)	10 Min

	SCORE	TIME
Application of Two Sculptured Nails or Tips Sculpturing Material and Technique Must be Used on Either Type Nail Application. NO FULL PASTE ON NAILS	(15)	25 Min
Application of Polish	(10)	5 Min
Sanitary and Safety Measures (Overall General Measures)	(10)	
Total Possible Points	(100)	

Total Points DEDUCTED FOR UNSATISFACTORY

(U) Professional Analysis ______

______
TOTAL
SCORE

CARD# __________ DATE__________

Name of Applicant ______________________________

ASSIGNMENT SHEET 1

PREPARING FOR THE STATE BOARD EXAM

VII

NAME ______________________________ SCORE ________

OBJECTIVE 6

Practice taking the state board written test.

INTRODUCTION

The first five objectives in this unit deal with registering for the state board exam and preparing the kit. Another part of the exam is the written test which consists of fifty questions. The questions on this assignment sheet touch each area of manicuring. The state board exam will be multiple choice.

DIRECTIONS

Reading Comprehension Skills

- React to written material
- Gain factual information

Functional Reading Skills

- Use content area vocabulary

Job Acquisition/ Development Skills

- Master specific job task/procedure

Circle the best answer.

1. The art and science of the professional care of the fingernails and hands is:

   a. cosmetology
   b. manicuring
   c. massage
   d. podiatry

2. A well-groomed manicurist will avoid:

   a. deodorant
   b. mouthwash
   c. facial make-up
   d. gaudy jewelry

3. Minute one-celled micro-organisms found almost everywhere are:

   a. bacteria
   b. cocci
   c. flagella
   d. fungi

4. Pathogenic bacteria is:

   a. beneficial
   b. harmless
   c. harmful
   d. useful

5. A carrier of a disease is someone who:
   - a. can infect others, but shows no signs of disease
   - b. has a noticeable disease
   - c. does not have immunity to disease
   - d. carries typhoid fever

6. To make an object germ-free it must be:
   - a. cleaned with soap and water
   - b. sterilized
   - c. sanitized
   - d. disinfected

7. Lotions and creams should be kept in:
   - a. glass bottles
   - b. plastic bottles
   - c. open bottles
   - d. clean, labeled, closed bottles

8. The fingernail consists of three parts--the nail body, the nail bed, and the:
   - a. free edge
   - b. matrix
   - c. cuticle
   - d. lunula

9. The hyponychium is found:
   - a. at the base of the nail
   - b. around the nail border
   - c. under the free edge
   - d. on the sides of the nail

10. To keep the implements sanitary during a manicure they should be kept in a:
    - a. 3% alcohol solution
    - b. 70% alcohol solution
    - c. 3% hydrogen peroxid solution
    - d. 20% alcohol solution

11. Fingernails should be filed from:
    - a. center to corner
    - b. center to corner
    - c. edge to edge
    - d. corner to center

12. Care of the feet and toenails is called:
    - a. manicuring
    - b. physiology
    - c. pedicuring
    - d. cosmetology

13. If a customer has athlete's foot:
    - a. only polish the toenails
    - b. refer him or her to a physician
    - c. give a pedicure
    - d. recommend home treatment

14. When a customer has broken a fingernail:
    - a. glue the break
    - b. give a manicure
    - c. apply a nail wrap
    - d. cut the nail down to the break

15. Fingernails should be sanitized before applying sculpture nail product to:
    - a. dry out the nail bed
    - b. remove dirt
    - c. help sculptured nail adhere
    - d. help prevent fungus

16. To remove polish from artificial nails use:
    - a. acetone remover
    - b. regular remover
    - c. non-acetone remover
    - d. non-drying remover

17. The technical term for white spots on the nail is:
    - a. leukonychia
    - b. pterygium
    - c. furrows
    - d. onychauxis

18. Tinea is the technical term for:
    - a. blue nails
    - b. ringworm
    - c. nail disease
    - d. hang nail

19. The basic unit of all living things is a/an:
    - a. centrosome
    - b. nucleus
    - c. element
    - d. cell

20. The coloring pigment found in the skin is called:
    - a. melanin
    - b. derma
    - c. corium
    - d. granules

21. Nerves which react to heat, cold, pressure, touch and pain are:

a. secretory nerves
b. motor nerves
c. sensory nerves
d. complex nerves

22. Sudoriferous glands excrete:

a. oil
b. sweat
c. waste
d. lymph

23. Protection, sensation, excretion, heat regulation, secretion and absorption are functions of the:

a. internal organs
b. hair follicles
c. sweat glands
d. skin

24. The largest bone in the forearm is the:

a. ulna
b. radius
c. humerus
d. carpus

25. Muscles comprise approximately:

a. 20-30% of body weight
b. 30-40% of body weight
c. 40-50% of body weight
d. 50-60% of body weight

26. The flexor muscles:

a. straighten the wrist
b. bend the wrist
c. turn the hand outward
d. turn the hand inward

27. The deltoid muscle is found in the:

a. upper shoulder
b. forearm
c. chest
d. back

28. Impulses are carried to the brain by the:

a. motor nerves
b. radial nerves
c. sensory nerves
d. digital nerves

29. The main artery of the body is the:

a. ulnar
b. aorta
c. radial
d. auxillary

30. The ability to do what is necessary without being told is:

a. optimism c. sincerity

b. assertivenes d. initiative

31. When a space forms between the sculptured nail and the cuticle, the manicurist will do a:

a. fill-in c. manicure

b. brand new nail d. hand massage

32. Before and after each client the manicurist should:

a. grab a snack c. wash his or her hands

b. smoke d. gossip

33. If an implement is dropped on the floor, the manicurist should:

a. pick it up and use it c. throw it away

b. wipe it on a towel d. sanitize it

34. Cutting the toenails too deeply into the corners will cause:

a. short toenails c. fungus

b. an ingrown nai d. ringworm

35. A disease that spreads from one person to another is:

a. contagious c. reoccurring

b. non-contagious d. a local infection

36. Staphylococci grow in:

a. pairs c. chains

b. clusters d. clean areas

37. The matrix is located:

a. on the side of the nail c. under the free edge

b. under the nail bed d. beneath the nail root

38. The blood cells that fight disease are called:

a. platelets c. white blood cells

b. red blood cells d. lymph

39. What type of massage movement is applied with the thumbs:

a. rotary   c. effleurage

b. petrissage   d. tapping

40. The condition of a client's hands is an indication of:

a. income level   c. household duties

b. age   d. health

41. A cell has four parts--the cell membrane, cytoplasm, nucleus and:

a. centrosomes   c. catabolisms

b. anabolizms   d. metabolisms

42. Continued pressure on one part of the skin will cause:

a. discoloration   c. callous

b. grime penetration   d. disease

43. Onyx is the technical term for:

a. disease   c. disorders

b. fingernails   d. cartilage

44. The nippers are used to:

a. remove cuticle   c. trim the nail

b. push back cuticle   d. remove splinters

45. Color polish is protected from chipping by a:

a. base coat   c. cuticle oil

b. top coat   d. powdered alum

46. Blood and lymph vessels and nerves are found in the:

a. lunula   c. matrix

b. nail bed   d. cuticle

47. Very dry cuticle causes:

a. hangnails   c. ingrown nails

b. nail deficiencies   d. blue nails

48. A patron should receive a manicure every:

a. month
b. two weeks
c. year
d. week

49. When trying to sell a service or product the manicurist should be:

a. negative
b. confident
c. pushy
d. rude

50. A client should be greeted by his/her:

a. name
b. nickname
c. features
d. haircolor

ASSIGNMENT SHEET 2

PREPARING FOR THE STATE BOARD EXAM

VII

NAME ______________________________ SCORE __________

OBJECTIVE 7

Explain safety and sanitary measures.

INTRODUCTION

Throughout your training you have been taught sanitary and safety measures for manicuring and other related services. During your state board exam you will be graded on your use of these measures. When you go to work in a salon, sanitary and safety measures are important because they protect you and your client.

DIRECTIONS

Answer the following questions. Refer to the previous manicurist units if necessary.

Language Skills

- Use standard grammar
- Use correct spelling
- State ideas clearly

Cognitive Activities Skills

- Transfer Knowledge/training to new situations

Job Acquisition/ Development Skills

- Master specific job task/procedure

MANICURING

1. During a manicure, implements should be kept in:

   ____

   ____

2. All containers should be:

   ____

   ____

3. If an implement is dropped on the floor, before it is used again it should be:

   ____

   ____

4. If the skin is accidentally cut during a manicure apply:

   ____

   ____

SCULPTURE NAILS

1. **Do not apply a sculpture nail if the finger is:**

2. **Do not store sculpture nail product near:**

3. **Brushes should be cleaned by using:**

4. **All sculpture nail products should be kept in:**

ASSIGNMENT ANSWERS

PREPARING FOR THE STATE BOARD EXAM

VII

ASSIGNMENT SHEET 1

1. b
2. d
3. a
4. c
5. a
6. b
7. d
8. a
9. c
10. b
11. d
12. c
13. b
14. c
15. d
16. c
17. a
18. b
19. c
20. a
21. c
22. b
23. d
24. a
25. c
26. b
27. a
28. c
29. b
30. d
31. a
32. c
33. d
34. b
35. a
36. c
37. d
38. c
39. a
40. b
41. a
42. c
43. b
44. a
45. b
46. c
47. a
48. d
49. b
50. a

ASSIGNMENT SHEET 2

MANICURING

1. A sanitizing solution, such as 70% alcohol
2. Labeled clearly
3. Thoroughly sanitized
4. Apply powdered alum (styptic powder), hydrogen peroxide or alum powder

SCULPTURED NAILS

1. Cut or inflammation is present
2. An open flame
3. A liquid nail brush cleaner and a clean towel
4. Labeled containers with lids

OBJECTIVE 8a **Perform a manicure.** (Supplement 1)

IMPLEMENTS AND EQUIPMENT

- Soap dish
- Cuticle nippers
- Cuticle pusher
- Manicure brush
- Nail file
- Orangewood stick

SUPPLIES

- Hand soap
- Cotton
- Alcohol
- Cuticle treatment
- Cuticle treatment
- Acetone polish remover

PROCEDURE

1. Set up manicure table.
2. Have client remove jewelry.
3. Sanitize hands.
4. Remove old polish from left hand.
5. File and shape nails on left hand.

   CAUTION: Do not file too deeply into corners.

6. Apply cuticle treatment to left hand.
7. Put left hand in soap bath.
8. Repeat steps 3 through 6 on right hand.
9. Remove left hand from soap bath and brush cuticle forward.
10. Push back cuticle with cuticle pusher.

    CAUTION: Do not use too much pressure.

11. Nip hangnails and loose skin.
12. Massage hand and arm with hand cream.
13. Wipe off excess cream with towel.
14. Clean top and underside of nail with orangewood stick and cotton.
15. Apply base coat.
16. Repeat steps 8 through 13 on right hand.
17. Apply two coats color polish, allowing drying time in between.
18. Apply top coat.
19. Sanitize implements, equipment and hands.
20. Sanitize work area.
21. Have instructor evaluate work.

General Relating Skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/clients

OBJECTIVE 8b

Apply sculptured nails with or without nail tips.

IMPLEMENTS AND EQUIPMENT

- Two-sided buffer
- Heavy duty file
- Sculpture nail brush
- Nail scissors
- Dappen dishes

SUPPLIES

- Nail tips
- Nail glue
- Sculpture nail powders
- Sculpture nail liquid
- Disposable towel
- Non-acetone polish remover
- Nail primer
- Brush cleaner
- Sculpture nail forms
- Base and top coat
- Dark color polish

PROCEDURE

1. Set up supplies.
2. Sanitize hands.
3. Remove old polish.
4. Buff shine out of nails.
5. Apply primer to nails.

   CAUTION: Do not allow primer to contact skin.
6. Apply sculpture nail forms or nail tips.
7. File nail tip to size (if applicable).
8. Brush on sculpture nail product and form nail.

   CAUTION: Do not allow sculpture nail product to touch skin.
9. Shape sculpture nail.
10. Buff and smooth sculpture nail surface.
11. Apply base coat.
12. Apply two coats dark color, allow drying time in between.
13. Apply top coat.
14. Sanitize implements, equipment and hands.
15. Sanitize work area.
16. Have instructor evaluate your work.

General Relating Skills

- Interact with clients/customers

Cognitive Activities Skills

- Create a finished product

Job Acquisition/ Development Skills

- Master specific job task/procedure
- Deal effectively with customers/clients

JOB SHEET 1

Perform a manicure.

Student's name ______________________ Date __________

Evaluator's name ______________________ Attempt no. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Set up the table with correct supplies.	_____	_____
2. Had the client remove jewelry.	_____	_____
3. Sanitized hands.	_____	_____
4. Removed polish starting on the left hand.	_____	_____
5. Shaped and filed the nails.	_____	_____
6. Applied cuticle treatment.	_____	_____
7. Put left hand in soap bath.	_____	_____
8. Repeated process on right hand.	_____	_____
9. Brushed cuticle forward on left hand.	_____	_____
10. Pushed back cuticle.	_____	_____
11. Nipped hangnails and loose skin.	_____	_____
12. Massaged hand and arm.	_____	_____
13. Wiped off hand and arm with a towel.	_____	_____
14. Cleaned top and underside of nail.	_____	_____
15. Applied polishes correctly.	_____	_____
16. Used implements correctly.	_____	_____
17. Practiced sanitary and safety measures throughout procedure.	_____	_____
18. Performed steps in a timely manner (hrs.___ min.___ sec.___).	_____	_____
19. Provided satisfactory responses to questions asked.	_____	_____
20. Sanitized implements, equipment and hands.	_____	_____
21. Sanitized work area.	_____	_____
TOTAL	_____	_____

EVALUATOR'S COMMENTS

____

____

____

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:

Manicure	4 Followed procedure accurately and completely	3 Followed procedure semi-accurately and completely	2 Followed procedure less than semi-accurately and completely	1 Did not follow procedure accurately or completely
Polish	4 Polish application applied in correct sequence, no polish on skin or cuticle	3 Polish applied in correct sequence, small amount on skin or cuticle	2 Polish applied in correct sequence, large amount on skin or cuticle	1 Polish applied incorrecly and polish on skin or cuticle

EVALUATOR'S COMMENTS

____

____

____

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" on the following page.

PERFORMANCE EVALUATION KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

JOB SHEET 2

Apply sculptured nails with or without nail tips.

Student's name ______________________________ Date ____________

Evaluator's name ____________________________ Attempt No. _____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and complete this form. All items listed under "Process Evaluation" must receive a "Yes" for you to receive an overall performance evaluation.

PROCESS EVALUATION

Evaluator note: Place a check mark in the "Yes" or "No" blanks to designate whether or not the student has satisfactorily achieved each step in this procedure. If the student is unable to achieve this competency, have the student review the materials and try again.

The student:	YES	NO
1. Had proper supplies.	_____	_____
2. Set up the table correctly.	_____	_____
3. Sanitized hands.		
4. Removed old polish.	_____	_____
5. Buffed shine out of nails.	_____	_____
6. Applied primer to nails.	_____	_____
7. Applied sculpture nail forms or nail tips correctly.	_____	_____
8. Filed nail tips (if applicable).	_____	_____
9. Brushed on and formed sculptured nail.	_____	_____
10. Shaped nail.	_____	_____
11. Buffed and smoothed sculptured nail.	_____	_____
12. Applied polishes in correct order.	_____	_____
13. Used implements correctly.	_____	_____
14. Practiced sanitary and safety measures throughout procedure.	_____	_____
15. Performed steps in timely manner (hrs.___ min.___ sec.___).	_____	_____
16. Provided satisfactory responses to questions asked.	_____	_____
17. Sanitized implements, equipment and hands.	_____	_____
18. Sanitized work area.		
TOTAL	_____	_____

EVALUATOR'S COMMENTS

PRODUCT EVALUATION

Evaluator note: Rate the student on the following criteria by circling the appropriate numbers. Each criterion must receive a rating of "3" or higher to demonstrate student mastery. (See performance evaluation key.) A student who is unable to demonstrate mastery should review the material and submit another product for evaluation.

Criteria:				
Nail tips or form application	4 No air bubbles under nail tip or spaces under nail form	3 Minimal slant on nail tip or form nail	2 Minimal space between nail tip or nail form and nail	1 Noticeable slant and space between nail tip or form nail
Sculpture nail smoothness	4 Sculptured nail smooth and natural looking	3 Sculptured nail has only minor imperfections	2 Sculptured nail has noticeable imperfections	1 Sculptured nail not smooth or natural looking
Polish application	4 Polish applied in correct sequence, no polish on skin or cuticle	3 Polish applied in correct sequence, small amount on skin or cuticle	2 Polish applied in correct sequence, large amount on skin or cuticle	1 Polish applied incorrectly and polish on skin or cuticle

EVALUATOR'S COMMENTS

AVERAGE RATING

Evaluator note: To obtain an average rating for the competency profile, total the designated points in "Product Evaluation" and divide by the total number of criteria. Circle the rating on the "Performance Evaluation Key" below.

PERFORMANCE KEY

4 - Skilled – Can perform job with no additional training

3 - Moderately skilled – Has performed job during training program; limited additional training may be required

2 - Limited skill – Has performed job during training program; additional training is required to develop skill

1 - Unskilled – Is familiar with process, but is unable to perform job

WRITTEN TEST

PREPARING FOR THE STATE BOARD EXAM

VII

NAME ______________________________ SCORE ________

OBJECTIVE 1

Match terms associated with the state board exam to their correct definition. Write the correct letters in the blanks.

____ 1. Portion of the exam involving written application

____ 2. Form used by examiner to grade work done by student

____ 3. Exam taken by a student to become licensed

____ 4. State board of cosmetology representative giving exam

____ 5. Portion of exam involving application of practices

____ 6. Person with knowledge, certification, certification and proper appearance in their field

a. Examiner

b. State board exam

c. Practical exam

d. Professional

e. Check sheet

f. Written exam

OBJECTIVE 2

Discuss the forms necessary to register for the state board exam.

1. What form will you fill out to register for the state board exam?

____

____

____

2. What form must be signed by the student so that the instructor may receive your examination grades?

____

____

____

OBJECTIVE 3

Describe the characteristics needed for a model at the state board exam.

OBJECTIVE 4

List the qualities needed to be considered a professional.

1.
2.
3.
4.

OBJECTIVE 5

List the implements and products used at the state board manicurist exam.

MANICURING

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

OBJECTIVE 5 **List the implements and products used at the state board manicurist exam.**

SCULPTURE NAILS

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________

NOTICE The following assignment sheets and job sheets are not a part of the written test. If these activities have not been completed, check with your instructor.

OBJECTIVE 6 **Practice taking the state board written test.** SCORE ________

OBJECTIVE 7 **Explain safety and sanitary measures.** SCORE ________

OBJECTIVE 8 **Demonstrate the ability to**

a. Perform a manicure. RATING ________

b. Apply sculptured nails with or without nail tips. RATING ________

OBJECTIVE 1

1. f
2. e
3. b
4. a
5. c
6. d

OBJECTIVE 2

1. State board of cosmetology registration form.
2. An exam release form.

OBJECTIVE 3

Discussion should include, nice looking hand and fingernails, a person who receives a regular manicure and does not have on artificial nails. Model's nails should have a free-edge. Model must be willing to have artificial nails applied.

OBJECTIVE 4

1. Attitude – reflect what a person feels inside
2. Knowledge – knowledge gains confidence of clients
3. Ethics – honesty, courteous, fairness and loyalty
4. Actions – a person's behavior, spoken or not spoken

OBJECTIVE 5

MANICURING

- Soap dish
- Hand soap
- Cotton
- Cuticle nippers
- Cuticle pusher
- Alcohol
- Cuticle treatment
- Manicure brush
- Nail file
- Hand cream
- Manicure towel

- Dark color polish
- Base and top coat
- Orangewood stick
- Acetone polish remover

SCULPTURE NAILS

- Nail tips
- Nail glue
- Sculpture nail powders
- Sculpture nail liquid
- Two-sided buffer
- Heavy duty file
- Sculpture nail brush
- Nail scissors
- Dappen dishes
- Disposable towel
- Non-acetone polish remover
- Nail primer
- Brush cleaner
- Sculpture nail forms

OBJECTIVES 6 and 7 Refer to answers to Assignment Sheets 1 and 2.

OBJECTIVE 8 Refer to Practical Tests for Job Sheets 1 and 2.